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ABSTRACT

The Advisory Committee on Academic Planning was established by the Ontario Council on Graduate Studies in January 1971. Its terms of reference are directed toward the effective planning and rationalization of long-term graduate development in Ontario's universities both at the level of individual disciplines and at a more general level. The Committee's activities are based on the premise that graduate work requires specialization among universities, cooperative arrangements and comprehensive planning. Consultants are asked to make recommendations on programs to be offered in Ontario, desirable annual enrolments, the ranges of enrolment distribution among universities, the division of responsibility for programs among universities, and the desirable extent of collaboration with related disciplines. The formal planning assessment for library science, as reported upon in this document, was one of the first studies carried out by the Committee. Recommendations of the consultants are reported upon under the following headings: MLS Programmes, Relationship with the Field, School Librarianship, the Ottawa Situation, Francophone Education, the Ph.D. Programmes, and Research Support. (Author/SJ)

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Ontario Council on Graduate Studies

Perspectives and Plans for Graduate Studies

1 Library Science 1972

Advisory Committee on Academic Planning
Council of Ontario Universities

LI 004 444

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ADVISORY COMMITTEE ON ACADEMIC PLANNING

ONTARIO COUNCIL ON GRADUATE STUDIES

PERSPECTIVES AND PLANS

FOR GRADUATE STUDIES

1.

LIBRARY SCIENCE 1972

Council of Ontario Universities
Conseil des Universités de l'Ontario
102 Bloor Street West
Toronto, Ontario
M5S 1M8

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F O R E W O R D

The Advisory Committee on Academic Planning (ACAP), as presently constituted, was established by the Ontario Council on Graduate Studies at the request of the Council of Ontario Universities in January, 1971. The Advisory Committee's terms of reference were directed broadly toward the effective planning and rationalization of long-term graduate development in Ontario's universities both at the level of individual disciplines and at a more general level. The Advisory Committee's activities are based on the premise that graduate work is the one area of university activity in which specialization among universities, cooperative arrangements and comprehensive planning are most necessary.

In March, 1971, concern over the rising costs for support of graduate work prompted the Ontario government to institute a general embargo on funding for any new graduate programme, that is, one which had no students enrolled on May 1, 1971. This embargo was subsequently modified to include only those disciplines in which over-expansion was felt to be potentially most serious. ACAP was to begin immediately planning studies in those disciplines which remained embargoed.

The disciplinary planning process begins with the formation of a discipline group composed of one representative from each university with an interest in graduate work in the planning area. The discipline group assists in defining the precise academic boundaries of each study, scrutinizes the data collection forms, prepares a list of potential consultants, maintains contact with the consultants during the study, and prepares a commentary on the consultants' report.

The final decision on consultants for the planning study is made by ACAP. The consultants are requested to make recommendations on programmes to be offered in Ontario, desirable annual enrolments, the ranges of enrolment distribution among universities, the division of responsibility for programmes among universities, and the desirable extent of collaboration with related disciplines.

While the consultants' report is the single largest element in the final report on the planning study, ACAP considers the statement of each university's forward plans to be most significant. These forward plans are usually outlined prior to the planning study, and are used as a basis for comments from the universities concerned on the consultants' report.

On receipt of the consultants' report, and comments on it from the discipline group and the universities, ACAP begins work on its own recommendations for submission directly to the Council of Ontario Universities. COU considers the input from all sources, and prepares the position of the Ontario university community.

The following report is one of a series of disciplinary planning studies carried out by the Advisory Committee on Academic Planning and published by the Council of Ontario Universities. The emphasis of the report is on forward planning, and it is hoped that the implementation of COU's recommendations will help to ensure the more ordered growth and development of graduate studies in Ontario's universities.

* * * * *

P R E F A C E

ACTION BY THE COUNCIL OF ONTARIO UNIVERSITIES

The Council of Ontario Universities discussed the report from the Advisory Committee on Academic Planning on Library Science Planning Assessment at meetings in February and March, 1973. The report from the Advisory Committee was approved, with the exception of recommendation C11. COU decided to delete this recommendation on the grounds that it was outside the Council's terms of reference.

In approving the report, the Council of Ontario Universities recommends:

1. (C1) That the Department of Manpower and Immigration undertake a continuing study of Canadian library manpower, allowing future assessments of enrolment projections. This study is not urgent before 1975. The special problem of the manpower need for bilingual and bicultural librarians may require earlier examination.

2. (C2) That for at least the next five years, no library school (in addition to those at the Universities of Toronto and Western Ontario) be established to offer programmes leading to the first professional degree. (If a study of the need for bilingual and bicultural competence, or an unexpected change in the market or the practice of librarianship should call for an extraordinary increase in professionally qualified personnel, COU could review this restriction at the appropriate time.)

3. (C3) That the library schools in both the University of Toronto and the University of Western Ontario assess their MLS programmes with an eye to the changing needs of the next five years and, more speculatively, of the next ten years. It is recognized that in the University of Western Ontario, a re-assessment of the MLS programme is already under way. In assessing the programme special account should be taken of:

   (a) the need for an integrated and unified course of study which emphasizes the identification and the assimilation of basic principles and the general theoretical groundwork of library science;

   (b) the need to integrate into the total programme, whenever necessary, appropriate elements of Information Science;

   (c) the changes described in Section II of the consultants' report under the heading "Changes in the Discipline";

(d) the need for greater emphasis on scientific, mathematical and technological content;

(e) the needs of the populations which the graduates are expected to serve;

(f) the resources of the environment in which the Library School is located.

4. (C4) That the library schools establish entrance requirements equivalent to those of other graduate programmes; namely a four-year Honours Degree or its equivalent with a first or high second-class standard.

5. (C5) That the schools give priority to the recruitment of specialists in the area of theoretical classification, indexing, etc., and of staff with substantial background in science and technology.

6. (C6) That the schools set out to increase the proportion of students with strong scientific/mathematical/technological backgrounds. It is to be noted that social science graduates may well have the desirable quantitative background.

7. (C7) That the schools pursue more actively the possibilities for interdisciplinary programmes which will take advantage of human and other resources in cognate fields on their campuses, by such means as greater cross-listing of courses and encouragement through counselling to take full advantage of these possibilities; joint faculty appointments; greater use of courses in other relevant disciplines as a minor concentration, etc.

8. (C8) That the "Faculty Council" of each school include some additional members from other departments of the university.

9. (C9) That a joint committee be established, made up of faculty from each school and of leading professional librarians, to provide a forum for continuing dialogue between the practitioners and the educators on such matters as continuing education and the needs of the profession.

10. (C10) That the schools give high priority to regular and systematic programmes of continuing education. Staff complements should be such as to accommodate this type of activity through released time and without overloading individual faculty members.

11. (C12 and C13) That the relevant authorities be informed of the consultants' recommendations dealing with certification standards for school librarians.

12. (C14) That the training of school librarians merely to meet current certification requirements not be the responsibility of Graduate Library Schools, unless these requirements are significantly upgraded.

13. (C15) That no further programme be established at the University of Ottawa to replace the discontinued programme unless a future study establishes a need for bilingual and bicultural librarians, or there is an unexpected change in the employment market for professionally qualified librarians.

14. (C16) That the Universities of Toronto, Western Ontario and Ottawa explore jointly the possibility of establishing some facility for the offering of special courses and for facilitating the conduct of advanced research related to archives, government documents, federal library services, and other areas for which Ottawa is a particularly suitable base, thereby taking advantage of the resources of the National Library, the National Archives, the National Science Library and other government libraries.

15. (C18) That a full-scale francophone Library School at the graduate level not be established in Ontario.

16. (C20) That the University of Toronto and the University of Western Ontario consider giving special attention to the needs and interests of bilingual Ontario students, particularly in providing familiarity with French bibliographic and documentary material.

17. (C21) That:

    (a) The University of Toronto and the University of Western Ontario develop Library Science doctoral programmes with a research emphasis, aiming to accept students by 1974.

    (b) Neither accept such students until it has submitted a report to COU indicating that:

        1. foci of research have been defined (at Toronto in the three areas social environment and libraries, information resources and library collections, library administration, and at Western in the area of bibliographic control), some examples of research projects appropriate to each focus have been stated and that there are at least two persons with significant recent research publication available for thesis supervision for each focus. These persons could include present staff, some of whom already satisfy the research criterion and others of whom will have matured sufficiently by the commencement of the programme. It is not intended that COU or any of its affiliates pass judgement on the qualifications of these persons. In this case the quality assessment is appropriately left to the universities which will take into account the above discussion of the meaning of "research competence," but will recognize that the publication requirement in this recommendation is not necessarily as demanding although it is intended to exclude a person whose only significant research experience has been in connection with his own PhD.

2. persons with significant recent research publication have been appointed in addition to the 1971-72 staff in the areas mentioned in 1. At Toronto these additional appointments should amount to four full-time equivalent professors, counting persons formally cross-appointed either internally or from the University of Western Ontario. If Toronto were to decide not to develop foci in one of the three areas, this number could be reduced to three FTE. At Western the number of additional appointments in bibliographic control should be two FTE professors, counting persons formally cross-appointed either internaliy or from the University of Toronto. As described in the preceding paragraph, the assessment of the qualifications of these persons is left to the university concerned.

(c) In order to develop the information science aspect, both universities strengthen the information science content of the MLS and at the doctorate level the field of information science be made available (at either or both universities) when the universities have developed sufficient collective strength. In this case we suggest a submission should be made to the Appraisals Committee when the universities believe the strength has been assembled. We make this recommendation in the belief that there will likely be a "critical mass" of professors in information science in the two universities jointly a considerable time before there is such an assemblage in either separately; students could then be accepted at either place, making use of the resources of both.

(d) If either university should elect not to develop a doctoral programme, the other endeavour to make full use of the faculty resources of both Library Schools, both for thesis supervision and course offerings.

(e) No BIU support for Library Science doctoral students would be justified before the report referred to in subparagraph b. above is accepted. The consultants regard 1974 as a realistic date, but this does not preclude an earlier date if a university has met the criteria indicated.

18. (C26 and C27) That the appropriate agencies of the federal government - Canada Council, the National Research Council, the National Library and the National Archives - provide financial support for research in library, archival and information science through scholarships and fellowships to advanced students and research grants and contracts on a basis comparable to that of other disciplines.

19. (C28) That the universities planning to develop a doctoral programme provide a short term research fund because high priority must be given to the formulation of a broadly based research programme as the focus for individual and departmental research activities.

20. (C29) That the universities and the Library Schools take energetic action to obtain funds for research by making proposals to Canada Council, the National Research Council and other outside organizations.

21. (C30) That doctoral students in Library Science be eligible for the same level of financial support from the universities and agencies providing scholarships and fellowships as doctoral students in Arts and Science programmes.

* * * * *

ADVISORY COMMITTEE ON ACADEMIC PLANNING

ONTARIO COUNCIL ON GRADUATE STUDIES

REPORT TO THE COUNCIL OF ONTARIO UNIVERSITIES

ON

LIBRARY SCIENCE PLANNING ASSESSMENT

March 2, 1973

PROCEDURE

On the advice of the Ontario Council on Graduate Studies, the Council of Ontario Universities instructed the Advisory Committee on Academic Planning to conduct a formal planning assessment for Library Science as one of the first planning studies carried out by the Committee after its formation in 1971.

A Discipline Group was established consisting of the Deans or Directors of the Faculties or Schools of Library Science at the Universities of Ottawa, Toronto and Western Ontario. The other Ontario universities through their chief executive officers indicated that they had no plans to establish Schools of Library Science within the planning period of five to ten years.

The Discipline Group held its first meeting with the Executive Vice-Chairman of ACAP in September, 1971. At later meetings, ACAP was also frequently represented by Professor R. F. White, the ACAP member who had agreed to take a particular interest in the progress of this planning study.

The procedure and terms of reference for the planning assessment were approved by OCGS and COU, the COU approval being received on September 17, 1971. This document is attached as Appendix F.

Following recommendations from the Discipline Group, in accordance with the procedure established, ACAP obtained the services as consultants of Professor L. E. Asheim of the Graduate Library School of the University of Chicago, Professor R. M. Hayes of the University of California at Los Angeles, Professor W. L. Saunders of the School of Library Science at the University of Sheffield, and Professor J. T. Saywell, Dean of Arts at York University. As will be evident, Dean Saywell was the senior Canadian academic from a discipline other than Library Science stipulated by the assessment procedure. The consultants held their first meeting with the Discipline Group in February, 1972, discussed with them the timetable they hoped to follow in their work and their intentions on their visits to the campuses. During May, 1972, the consultants visited the University of Toronto and the University of Western Ontario. They also felt it important to visit the National Librarian and the National Archivist. In February they had planned to make a visit to the University of Ottawa in a manner completely parallel to that at the other two universities. However, before this visit occurred certain resignations precipitated a decision by the University of Ottawa to restrict its Library School activities and to accept no new students (see Appendix G). In the circumstances, while both the consultants and the university thought it advisable that they visit the university and talk with relevant officials, it was not thought necessary for them to make a detailed examination of the Library School itself.

On August 1, 1972, the consultants presented their draft recommendations to the Discipline Group, which now consisted of Deans Halpenny and Cameron and Professor Jean-Marie Joly. The Discipline Group responded orally to these draft recommendations on August 4.

The consultants delivered their final report to ACAP on August 28, 1972. It was immediately transmitted to the three universities and to the Discipline Group with a request that the comments be received by ACAP by a date in October. After receipt of these comments, a sub-committee of ACAP met with representatives of each of the universities to discuss points on which ACAP wished further clarification.

It may be wise to remark that it is not anticipated that it will be ACAP's general practice to interview universities. Universities will be expected to make their points and their written comments, and if a meeting takes place it will be because it seems to be necessary to obtain full understanding of a complex situation. It may also be noted that in this particular case ACAP did not have a meeting with the Discipline Group; it seems best that there be no fixed rule on this point.

The response of the Discipline Group appears in full as Appendix B, and Appendices C, D, and E contain those portions of the university comments which the university chose to have tabled. Provided with all this input, ACAP has arrived at a set of positions which it recommends that COU adopt and which taken together, represent the plan for Library Science graduate work in Ontario in the next few years.

This report, as is required, is made directly to COU. It has also been transmitted to OCGS for information and so that that body may, if it wishes, make representations to COU.

INTRODUCTION

The sequence of topics in the consultants' report (Appendix A) forms the most convenient framework for the presentation of the ACAP report, particularly since most of the statements from the universities and from the Discipline Group are in the form of comments on it.

Their report begins with discussion of likely changes in librarianship in the near future and changes in the setting in which Canadian library schools will find themselves. In this portion of the report, various paragraphs record assumptions on which the consultants base their recommendations. We notice that these assumptions appear to be accepted (in some cases enthusiastically) by the Discipline Group, and insofar as a committee of laymen can judge, ACAP members also regard them as valid and valuable statements.

We urge the reader at this point to read the Introduction and Summary of the consultants' report (pp. A-1 - A-11) before continuing with this document.

Although ACAP's recommendations in the following are not entirely coincident with those of the consultants, we shall use the same numbers and as a still further step to avoid confusion we shall prefix our recommendations with the

letter C, for example recommendation C1 is the position which ACAP recommends COU adopt on the matters dealt with in the consultant's recommendation 1.

Also, note that after each of our recommendations we indicate those pages of the consultants' report which contain the relevant argumentation (one of the consultants provided these references).

THE M.L.S. PROGRAMMES

Recommendation C1

> The consultants recommend a continuing study of Canadian library manpower, allowing future assessments of enrolment projections. We recommend that COU ask the Department of Manpower and Immigration to undertake such a study, suggesting that it is not urgent before 1975. The special problem of the manpower need for bilingual and bicultural librarians may require earlier examination. (pp. A-40 - A-62)

The year 1975 is selected in the light of the projections discussed in connection with Recommendation C2. The matter of a bicultural librarian is discussed below in the section on "The Ottawa Situation".

The basis of the recommendation is that neither extensive historical data nor detailed projections exist. What does exist is adequate for the present purpose, but it is wise to keep the situation under review. It seems reasonable to commission a thorough Canada-wide study somewhat before any likely shortage of graduates may develop. COU has earlier urged the importance of a general policy of federal studies of high level manpower requirements in most fields. We see this as a part of that pattern.

Recommendation C2

> For at least the next five years, no library school (in addition to those at the Universities of Toronto and Western Ontario) be established to offer programmes leading to the first professional degree. If a study of the need for bilingual and bicultural competence, or an unexpected change in the market or the practice of librarianship should call for an extrordinary increase in professionally qualified personnel, COU could review this restriction at the appropriate time. (pp. A-40 - A-62 of the consultants' report and "The Ottawa Situation" in this report).

This recommendation is based on the conclusion that the employment need up to 1979 will be met by the graduates of the two existing schools with only slight growth in either of them. The consultants present the consideration leading to this conclusion in pages A-40 - A-50 of the Report and in the notes between pages A-56 and A-61. In commenting on this recommendation, the Discipline Group drew attention to the fact that account had not been taken of the fact that some MLS

graduates are people already employed in libraries by virtue of their possession of an older BLS degree. It was also pointed out that both universities had reduced their enrolment projections somewhat since they had provided information to the consultants. The Discipline Group also made a number of minor corrections which are specified on page B-12 of their response (Appendix B). With this additional information, one of the consultants made certain corrections to this part of the Report. In order to avoid confusion, the attached version of the consultants' report contains the resultant amendments.

Before examining the detail, it may be desirable to comment on one particular point. The Discipline Group comment that the use the consultants make of figures from the United States imply similar conditions in Canada. It is ACAP's view that this criticism is not justified. Indeed, the final assumption on page A-11 of the consultants' report makes very clear that they understand the sentiment for greater "Canadianization". Indeed, one of the consultants assured us that they were all acutely aware of the differences between U.S. and Canadian conditions and that they used comparisons with U.S. data solely to calibrate estimates from Canadian data or to provide estimates when there was no Canadian data available.

It seems of some importance to indicate also that no one would dispute the Discipline Group's point that forecasting of enrolment and manpower involves the use of untested assumptions. Since this is a characteristic of the future, we suspect that it will be a situation common to all our planning studies. The numbers are best estimates in the light of current knowledge and we emphasize that planning decisions must be taken, remembering that the numbers are of this character. It is for this reason that ACAP does not expect that it will, in most circumstances, recommend enrolment quotas.

The projected enrolment, graduation, and need figures are reproduced in Table A (next page). Revised enrolment plans of the two universities have been incorporated in this Table by ACAP staff, using the same formula that the consultants used in deriving their original tables. This table should be considered to replace Figure 7 of the consultants' report.

It will be observed that there is a slight surplus of graduates over need throughout the decade. However, in view of what has just been said about the character of the numbers, we consider it more accurate to say that supply and demand will be roughly in balance.

The suggestion that a manpower study in 1975 might be reasonable is based on the above considerations.

It was suggested in conversation with ACAP that, granting that the production of graduates was correctly estimated, it would still be reasonable to operate three library schools provided enrolment quotas were established to ensure the distribution of the students amongst the schools. This, however, seems financially impractical. It will be noted that the enrolment (full-time and part-time) projected for the province runs between 500 and 550 throughout the decade. Each of the University of Toronto and the University of Western Ontario has a full-time Library School faculty of 21. Representatives of the University of Ottawa informed us that the minimum faculty that could be contemplated for

TABLE A

PROJECTED ENROLMENTS AND GRADUATIONS

ENROLMENT (MLS & BLS) (FULL-TIME AND PART-TIME)

Schools	70-1	71-2	72-3	73-4	74-5	75-6	76-7	77-8	78-9	79-0
Ottawa	100	100								
Toronto	214	318	325	345	356	363	365	380	382	384
Western Ontario	172	164	170	170	170	170	170	170	170	170
Other Schools	250	300	300	300	300	300	300	300	300	300
Estimated Total	736	882	795	815	826	833	835	850	852	854

GRADUATION (MLS & BLS)

Schools	70-1	71-2	72-3	73-4	74-5	75-6	76-7	77-8	78-9	79-0
Ottawa	81	79								
Toronto	39	118	150	135	144	149	153	152	170	159
Western Ontario	198	140	151	151	151	151	151	151	151	151
Other Schools	240	252	250	250	250	250	250	250	250	250
Total	558	589	551	536	545	550	554	553	571	560
Estimated BLS-MLS Duplication	-50	-50	-50	-50	-50	-40	-30	-20	-10	0
Net Addition	508	539	501	486	495	510	524	533	561	560

NEED (MLS & BLS)

	70-1	71-2	72-3	73-4	74-5	75-6	76-7	77-8	78-9	79-0
Growth @ 4%/year	200	210	220	230	240	250	260	270	280	290
Attrition @ 4%/year	200	210	220	230	240	250	260	270	280	290
Total	400	420	440	460	480	500	520	540	560	580

an adequate MLS programme lies between 12 and 15. Two salient points follow from this. With only the two current Library Schools, the teaching staff in the province will soon be 45 and there is an intention at both universities to develop considerable involvement of professors cross-appointed from other departments. Hence, the student/staff ratio will be somewhere around 10 or 11 to 1 throughout the decade. If a third school were added and shared the same number of students, the ratio would fall to about 8 to 1, or less. The financial implications of these figures are sufficiently clear--indeed inescapable--that no detailed cost analysis seems to be required to lead to the conclusion that the province should fund only two library schools. The last sentence of our recommendation indicates circumstances under which it might be desirable to review this situation. The need is not for more schools, but rather for stronger programmes, and it would appear wise to build upon existing programmes.

Recommendation C3

> The library schools in both the University of Toronto and the University of Western Ontario should assess their MLS programmes with an eye to the changing needs of the next five years and, more speculatively, of the next ten years. It is recognized that in the University of Western Ontario, a re-assessment of the MLS programme is already underway. In assessing the programme special account should be taken of:
>
> (a) the need for an integrated and unified course of study which emphasizes the identification and the assimilation of basic principles and the general theoretical groundwork of library science;
>
> (b) the need to integrate into the total programme, whenever necessary, appropriate elements of Information Science;
>
> (c) the changes described in Section II under the heading "Changes in the Discipline" (pp. A-27 - A-30 infra.)
>
> (d) the need for greater emphasis on scientific, mathematical and technological content;
>
> (e) the needs of the populations which the graduates are expected to serve;
>
> (f) the resources of the environment in which the Library School is located.
> (pp. A-3 - A-11, A-22 - A-30)

It seems to ACAP that this is a very important recommendation which stresses the need for flexibility in the training programme in response to the rapid changes in the use of libraries and in the technological resources available to librarians. The responses from the universities indicate their awareness of this.

At the same time, it is realized that these recommendations require substantial changes in programme and may require the involvement in the MLS programme of

professors from other disciplines. This can be achieved both by cross-appointments of staff members in other departments of the university and by appointment to the Library School of people with advanced degrees outside Library Science.

Because the Discipline Group's response suggests that the above six points are covered by the new standards of accreditation to which each school must respond, it may be noted that, although the new accreditation guidelines of the ALA do embrace this philosophy, we would not expect that our Library Schools would wish to be restricted to the minimum innovation such a codification would require. On the contrary, we believe that this recommendation calls for a basic re-examination of some of the fundamentals of instruction in Library Science.

Recommendation C4

> It is recommended that the library schools establish entrance requirements equivalent to those of other graduate programmes; namely a four-year Honours Degree or its equivalent with a first or high second-class standard. (pp. A-70, A-79)

Because of the comment in the Discipline Group response, ACAP discussed this matter with representatives of both universities. It was established that the University of Western Ontario admits only students holding an Honours Degree or its equivalent and finds that it must even reject a few applicants who possess such a qualification because of the limited capacity of the School. The University of Toronto, on the other hand, has its admission requirement fixed at any bachelor's degree with B standing. It was also ascertained that in the Toronto School there is no difference between the programme followed by a student with a Pass degree and that followed by the student with an Honours degree. In other words, the two Master of Library Science programmes, whether of three terms at University of Western Ontario or four terms at Toronto, cover roughly the same ground and, most significantly, neither contains any aspect that could be considered to be a make-up or qualifying component for students admitted with three-year degrees. ACAP also requested the consultants to comment further on their reasons for this recommendation. While the consultants feel that the deeper knowledge of a discipline associated with an Honours degree is important for librarians, their main motivation was to ensure that the quality of the students entering the Library Schools be commensurate with that of those in other graduate programmes and that they be well prepared to handle the possibly more demanding work of the new type of Library Science curriculum described in Recommendation C3.

We remark that there are more ways than one of achieving this goal and we suggest in passing that if there appear to be good reasons for continuing to accept students with three-year degrees it would be highly desirable to insist on a high academic standing, an A or very near it.

Recommendation C5

> It is recommended that the schools should give priority to the recruitment of specialists in the area of theoretical classification, indexing, etc., and of staff with substantial background in science and technology. (pp. A-70, A-78 - A-79)

Recommendation C6

> It is recommended that the schools set out to increase the proportion of students with strong scientific/mathematical/technological backgrounds. Much will depend on the image presented to such people by the library profession itself, but educational programmes that give obvious scope and outlet for the talents and skills of science and technology graduates are a powerful factor in recruitment. It is to be noted that social science graduates may well have the desirable quantitative background. (pp. A-5 - A-6, A-69, A-78)

Recommendation C7

> It is recommended that the schools pursue more actively the possibilities for interdisciplinary programmes which will take advantage of human and other resources in cognate fields on their campuses, by such means as greater cross-listing of courses and encouragement through counselling to take full advantage of these possibilities; joint faculty appointments; greater use of courses in other relevant disciplines as a minor concentration, etc. (pp. A-5 - A-11, A-69, A-77)

ACAP notices that the universities have already taken new steps to follow this recommendation. This is closely related to Recommendation C3 since it suggests one way of achieving some of the objectives there set forth.

RELATIONSHIP WITH THE FIELD

Recommendation C8

> It is recommended to each School that its "Faculty Council" include some additional members from other departments of the university. "Faculty Council" is here used to refer to the main decision-making body at the Faculty level. (pp. A-5 - A-11, A-69, A-77)

The consultants also recommended the inclusion of professional librarians. We believe that this could be cumbersome and is unnecessary if effect is given to Recommendation C9.

Recommendation C9

> It is recommended that a joint committee be established, made up of faculty from each school and of leading professional librarians, to provide a forum for continuing dialogue between the practitioners and the educators on such matters as continuing education and the needs of the profession. (pp. A-5 - A-11, A-74 - A-75, A-82 - A-83)

Recommendation C9

This is a recommendation directed to the Library Schools jointly; it is suggested that they set up such a committee and issue invitations to leading librarians to join it.

Recommendation C10

It is recommended that the schools should give high priority to regular and systematic programmes of continuing education. Staff complements should be such as to accommodate this type of activity through released time and without overloading individual faculty members. (pp.A5-A11, A74-A75 A82-A83)

Recommendation C11

The consultants recommend that those in charge of libraries should give high priority to the systematic release of staff to further their continuing education and to engage in research.

It is recommended that COU draw this statement to the attention of relevant authorities.

SCHOOL LIBRARIANSHIP

Recommendation C12 and C13

The consultants' recommendations numbered 12 and 13 deal with the certification standards for school librarians. We believe that it is outside ACAP's terms of reference to advise on these matters.

We recommend, however, that COU draw these authoritative statements to the attention of the relevant authorities.

Recommendation C14

The training of school librarians merely to meet current certification requirements should not be the responsibility of Graduate Library Schools, unless those requirements are significantly upgraded. (pp. A53, A63)

We note that there are several possible institutions which might provide such training.

THE OTTAWA SITUATION

Recommendation C15

The programme of the Library School of the University of Ottawa has been discontinued and no further programme should be established unless a future study establishes a need for bilingual and bicultural librarians, or there is an unexpected change in the employment market for professionally qualified librarians. (pp. A64-A67)

Recommendation C15

At present, the University of Ottawa has no plan available for our study concerning future work in Library Science but a committee of the University is considering a bilingual, bicultural Library School. This is envisaged as a distinctively new undertaking. We are told that the case being made within the University is that there is developing need, not for francophone librarians, not for librarians capable of speaking both French and English but with library training in only one language, but for librarians who are both bilingual and trained in librarianship in both languages in a bicultural milieu. Since no such plan has been fully formulated as yet, the University of course has not proposed it. The consultants obviously could not consider it and it cannot be commented on in this planning study.

As is indicated in Recommendation C2, consideration of simply the numbers of librarians needed will not require more than two Library Schools for some time.

We do not, therefore, encourage the University of Ottawa to plan the development of a library school, but if the University makes further examination of the need for bilingual and bicultural librarians to work in Ontario and if it is thereby led to make a definite proposal for such a programme, we suggest that the matter be carefully examined by COU and CUA. A judgment would have to be made by all concerned as to whether the benefits would justify the undoubtedly high financial costs.

It should be emphasized that the current thinking of the University of Ottawa committee, as described above, envisages a Library School of a completely novel type.

Recommendation C16

> It is recommended to the Universities of Toronto, Western Ontario and Ottawa that they explore jointly the possibility of establishing some facility for the offering of special courses and for facilitating the conduct of advanced research related to archives, government documents, federal library services, and other areas for which Ottawa is a particularly suitable base, thereby taking advantage of the resources of the National Library, the National Archives, the National Science Library, and other government libraries. (pp. A-65 - A-67 and Part I of the letter of November 29 from the University of Ottawa at Appendix C)

ACAP is impressed by the special circumstances created by the concentration of libraries in the Ottawa area. These resources are important for research and thesis projects in Library Science; they also suggest that the Ottawa area should contain opportunities for part-time Library Science degree work and non-degree professional development courses. We, therefore, support the above recommendation which has slight but significant changes from that made by the consultants.

Recommendation C17

The consultants recommended that COU explore with the National Library means for offering continuing education. We believe this recommendation to be inappropriate. We recognize that it might be difficult for the National Library to deal with a provincial consortium, although we have no doubt (as Recommendation C16 suggests) that the universities as individual Canadian institutions would be glad to co-operate in ways which the National Library would find useful.

FRANCOPHONE EDUCATION

Recommendation C18

> A full-scale francophone Library School at the graduate level should not be established in Ontario. (pp. A-65 - A-67, and page C-5 of the University of Ottawa comments)

This recommendation appears to be generally accepted by the universities and the Discipline Group; the conversations at Ottawa envisage a bilingual school.

Recommendation C19

The consultants propose some arrangements for the support of Ontario students at the Université de Montréal. There is at present, federal support to educate, in another province, students who cannot obtain a desired programme in their own language in their own province. We do not recommend any arrangements in addition to this scheme. (We are not conversant with the extent to which the Université de Montréal is able to accept Ontario students in Library Science, although we note that presumably Ontario students who have wanted purely francophone education in this field have gone to Montreal in the past, and still do so, since a major part of the instruction at Ottawa has been in English).

Recommendation C20

> The University of Toronto and the University of Western Ontario should consider giving special attention to the needs and interests of bilingual Ontario students, particularly in providing familiarity with French bibliographic and documentary material. (pp. A-65 - A-67, and page B-8 of the Discipline Group response)

In making this recommendation, it is realized that it does not meet the point of those who feel there is a substantial need for bilingual librarians trained in a bicultural milieu. Nevertheless, it would be a valuable contribution to Ontario librarianship.

THE Ph.D. PROGRAMMES

For about four years it has been generally known that both the University of Toronto and the University of Western Ontario were considering plans to establish Ph.D. programmes in Library Science. No other Canadian university offered a doctorate in this field, and the indications are that a graduation rate of two or three a year would probably satisfy the Canadian demand. During 1969-70 OCGS arranged conversations between those concerned at the two universities in an effort to determine if a joint approach to doctoral work could be worked out with some agreed sharing of responsibilities. Although there was some willingness to discuss co-operation, the universities submitted independent programmes to the Appraisals Committee, Toronto in April, 1970 and the University of Western Ontario in July. Both proposals received favourable appraisal--Toronto's in January, 1971 and Western's in May, 1971.

Because of the nature of the consultants' recommendations about doctoral work, it is useful to recount what these appraisal findings imply. A favourable appraisal means that OCGS is satisfied that there are the necessary minimum academic resources to present an adequate graduate training in the fields and of the type proposed by the university. It is not within the jurisdiction of the Appraisals Committee to examine the need for a programme. The favourable appraisal at the University of Toronto covered doctoral work in three fields: the social environment and libraries, information resources and library collections, library administration. The Western Ontario approval covered bibliography and bibliographic control.

By the time these appraisals were obtained, the provincial government had imposed a general embargo on the funding of any new graduate programmes. Despite this lack of funding, the University of Toronto decided to enrol students in a Ph.D. programme, and two students began their studies in the fall of 1971.

The consultants for this planning assessment had, of course, different terms of reference than does the Appraisals Committee. They have examined the need for doctoral work in Library Science and they advise that there is no pressing need for either of these programmes in the form in which they were appraised. The difficulty is not with the fields of specialization but it is with the degree of emphasis on research in the programmes. One can distinguish between "professional" doctorates and "research" doctorates. (There is at least one university in the United States which makes this distinction formally by offering two degrees, D.L.S. and Ph.D.). Of course, the professional doctorate involves the student in some research and the research doctorate is not devoid of aspects of advanced professional training; but although there is a continuum of emphasis, the poles are quite distinct. There is a fuller discussion of this distinction beginning on page A-35 of the consultants' report.

The consultants' report on page A-17 says "The need in Ontario is not for doctoral studies that are little more than an extension of professional education, but for programmes designed specifically to develop advanced research capacity." They say further that there is a "real need for research in the field of librarianship and information science."

The discussion of "Changes in the Discipline" which begins on page A-27 of the report gives a clear indication of the kind of topics which they believe require fundamental research. They emphasize that librarians of the future cannot depend exclusively on outside specialists for computer and communication expertise. On page A-30 one finds this statement:

> "There is virtually unlimited scope and need for research activity across the whole spectrum--from basic research into topics such as the information transfer process and the fundamental processes of classification and indexing, at the one extreme, to development work such as the application of computer techniques at the other. If the potential contribution of library and information services to national development is to be realized to the full, then it is essential that research and development work be prosecuted with the greatest possible vigour."

For these reasons the consultants find that doctoral work with a strong research emphasis is a need in this province. They also state their opinion that neither Library School is at present able to mount such a programme.

Since this is a very important recommendation and since some of the comments in the Discipline Group response appear to question it, ACAP has asked the consultants to confirm this interpretation of their report. They have done so and in his response one of them enlarged on some of the differences between the two types of doctorate. His remarks may be paraphrased by saying that the professional doctorate serves the purpose of professional advancement, holders of it will tend to be in administrative positions, and it will tend to attract students with a substantial history of professional work in the field. The research doctorate serves the purpose of demonstrating competence for research work, the holders of it will tend to be in academic positions and the students it will attract will include recent graduates. The professional doctoral thesis will be focused on topics of professional concern and may even report the results of work in a professional context. The research doctoral thesis will be focused on topics of analytical, experimental, theoretical, or historical character. The professional doctorate requires faculty with a high level of involvement in the professional community and in the solution of operational problems. The research doctorate requires faculty with considerable experience in the generation of new knowledge. Against this background it is heartening to observe that both universities have asserted strong interest and administrative support for strengthening their research capability. Both have indicated a desire for close inter-university co-operation in thesis supervision, doctoral course offerings, and other facets of their Library School programmes. Both indicate an intention to strengthen the information science component of their Library Schools, both by cross-appointment of existing staff in other departments and by new appointments.

After studying the available documents and after conversation with representatives of the two universities, ACAP concurs with the view of the consultants that neither university has sufficiently defined the foci of its research strength, that is to say the specific fields in which it would accept proposals for doctoral dissertations. This is not to indicate any disagreement with the broad areas noted above--social environment and libraries, information resources and library

collection, and library administration at Toronto and bibliographic control at Western. Rather, it is to say that these areas are so comprehensive as to be of little use for the present purpose. Each of them contains a number of foci in the sense used above. The consultants deal with this point in the middle of page A-74 and on page A-81. The Library Schools must resist any tendency to interpret a defined area of research as encompassing all of librarianship. If an area must be made as broad as "all of librarianship"--or a substantial part thereof--in order to establish a core of two or three faculty with research competence, that area does not constitute a focus. It would seem to be the responsibility of each Library School to define for itself the foci which it will emphasize.

In the last paragraph reference was made to faculty with "research competence". Since this is a somewhat vague phrase it is desirable to indicate what is meant. In Recommendation 21 (3) on page A-17 of their report, the consultants indicate that research competence "shall be attested by a recent history of sustained publication in journals of research quality, monographic publications of a scholarly nature, or funded projects involving original research". In response to our request for any further clarification, one of the consultants referred to "demonstrated achievement" as opposed to "research potential and promise". Another said that he envisaged at least five years of sustained research productivity. Clearly these criteria would not be met by new Ph.D.'s, unless they were unusual people with a history of pre-doctoral publications in basic research.

On the other hand, ACAP is impressed by the arguments put forward by the universities that research in library science in Canada must to a considerable extent be a matter of pulling oneself up by one's own bootstraps. There is an obvious shortage of people with the qualifications laid out in the preceding paragraph. Both Library Schools appear to have faculty members with the requisite "research promise and potential" who will presumably mature in some years into persons of "research competence". There is an apparent need for mounting research doctoral programmes and, on the other hand, too hasty a beginning of an effort to guide students towards research doctorates could be unjustified and counterproductive.

In considering the position to recommend to COU, ACAP took as its objective the framing of a recommendation which would encourage the earliest possible strengthening of sound research capability in Canadian librarianship.

The universities' representatives reminded us that it is a significant matter in the current financial climate for a university to undertake to strengthen a department and that it would be very difficult indeed to develop extra strength for Library Science doctorate programmes unless there were some definite assurance that certain specific steps would be considered to satisfy the goal of setting up research foci with adequate staff.

In the light of all the above factors, ACAP has framed the following as the recommended COU position. Some of the features of this recommendation have not been discussed above but their justification may be found in the Consultants' Report in pages A-30 - A-31, A-71 - A-74, A-80 - A-82, and pages A-4, A-22 - A-23. Our recommendation replaces Recommendations 21-25 in the Consultants' Report.

Recommendation C21

a. The University of Toronto and the University of Western Ontario are encouraged to develop Library Science doctoral programmes with a research emphasis, aiming to accept students by 1974.

b. Neither should accept such students until it has submitted a report to COU indicating that:

1. foci of research have been defined (at Toronto in the three areas social environment and libraries, information resources and library collections, library administration, and at Western in the area of bibliographic control), some examples of research projects appropriate to each focus have been stated and that there are at least two persons with significant recent research publication available for thesis supervision for each focus. These persons could include present staff, some of whom already satisfy the research criterion and others of whom will have matured sufficiently by the commencement of the programme. It is not intended that COU or any of its affiliates pass judgment on the qualifications of these persons. In this case the quality assessment is appropriately left to the universities which will take into account the above discussion of the meaning of "research competence", but will recognize that the publication requirement in this recommendation is not necessarily as demanding although it is intended to exclude a person whose only significant research experience has been in connection with his own Ph.D.

2. persons with significant recent research publication have been appointed in addition to the 1971-72 staff in the areas mentioned in 1. At Toronto these additional appointments should amount to four full-time equivalent professors, counting persons formally cross-appointed either internally or from the University of Western Ontario. If Toronto were to decide not to develop foci in one of the three areas, this number could be reduced to three F.T.E. At Western the number of additional appointments in bibliographic control should be two F.T.E. professors, counting persons formally cross-appointed either internally or from the University of Toronto. As described in the preceding paragraph, the assessment of the qualifications of these persons is left to the university concerned.

c. In order to develop the information science aspect, both universities should strengthen the information science content of the M.L.S. and at the doctorate level the field of information science should be made available (at either or both universities) when the universities have developed sufficient collective strength. In this case we suggest a submission should be made to the Appraisals Committee when the universities believe the strength has been assembled. We make this recommendation in the belief that there will likely be a "critical mass" of professors in information science in the two universities jointly a considerable time before there is such an

assemblage in either separately; students could then be accepted at either place, making use of the resources of both.

d. If either university should elect not to develop a doctoral programme, the other should endeavour to make full use of the faculty resources of both Library Schools, both for thesis supervision and course offerings.

e. No B.I.U. support for Library Science doctoral students would be justified before the report referred to in subparagraph b. above is accepted. The consultants regard 1974 as a realistic date, but this does not preclude an earlier date if a university has met the criteria indicated.

RESEARCH SUPPORT

Recommendations C26 and C27

The Council of Ontario Universities urges the appropriate agencies of the federal government--Canada Council, the National Research Council, the National Library and the National Archives--to provide financial support for research in Library, Archival and Information Science through scholarships and fellowships to advance students and research grants and contracts on a basis comparable to that of other disciplines. (pp. A-30, A-31 and A-72)

We note that the National Research Council has a scholarship programme for potential science librarians.

Recommendation C28

It is recommended to the universities planning to develop a doctoral programme that they provide a short term research fund because high priority must be given to the formulation of a broadly based research programme as the focus for individual and departmental research activities. (pp. A-72, A-81)

Recommendation C29

It is recommended to the universities and the Library Schools that they take energetic action to obtain funds for research by making proposals to Canada Council, the National Research Council and other outside organizations. (pp. A-72, A-81)

Recommendation C30

COU recommends to the universities and to agencies providing scholarships and fellowships that doctoral students in Library Science be eligible for the same level of financial support as doctoral students in Arts and Science programmes.

Recommendation C31

The consultants recommend that if only one university should undertake to develop the doctorate it should be given special funding to purchase from the other resources which may have been built up in order to support doctoral research. Although the spirit of this recommendation may be commendable it appears to be impracticable, if only because of the difficulty of identifying the resources in question. Moreover, as a matter of principle, it is a little difficult to see why the government should essentially buy the same things twice. Also, even if a Library School does not have a doctoral programme, it is to be hoped that its faculty members will be engaged in research. We do not, therefore, propose any recommendation in this connection.

COMMENT ON APPRAISAL VERSUS PLANNING

Since both the Discipline Group response and the statement from the University of Ottawa seem to contain the implication that the consultants have engaged more in programme evaluation than in planning, a comment seems in order.

The terms of reference of ACAP consultants require them to give an account of the current state of the discipline in the province and also to suggest the future for five to ten years of the discipline, both in terms of the nature of graduate work and of its scale. Furthermore, it is clear that if the consultants come to the view that the future scale does not justify all the programmes which may be proposed they clearly must make comparative quality judgments in arriving at recommendations as to which programmes should be selected. Moreover, they must justify their judgment. This was clearly stated in the terms of reference of the Library Science consultants and it appears to ACAP that they have very competently fulfilled their charge.

The above should not be misunderstood to imply that consultants do the work of the Appraisals Committee. The Appraisals Committee is not charged with making comparisons between two or more Ontario programmes. The Appraisals Committee has the critical task of deciding whether a specific programme and its available resources meet minimum academic standards. If situations should arise in ACAP planning assessments where consultants must recommend that a department discontinue a programme, it will be on the grounds of the number of programmes needed and their relative quality; it will not imply that the department is below minimum acceptable standards. Indeed, ACAP consultants are specifically instructed that if they come to suspect that a department is below standard they may recommend that it be appraised but they must not themselves take a decision appropriately entrusted to the Appraisals Committee.

COU ACTION

It is recommended that COU adopt the recommendations of this report and, in the expectation that its members will act in accordance with them, COU inform CUA

that it has adopted these recommendations and request that the embargo on Library Science be now removed in accordance with the original announcement of the Minister that new graduate programmes would be embargoed until, for each discipline, a planning study had been conducted.

Further, it is recommended that the discipline group be asked to report to ACAP by April 1974, on the progress made in developing the actions called for by the recommendations of this report.

A P P E N D I X A

ONTARIO LIBRARY EDUCATION

A Report by the Library Science Assessment Consultants
to the Advisory Committee on Academic Planning

L. E. Asheim

R. M. Hayes

W. L. Saunders

J. T. Saywell

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I. INTRODUCTION AND SUMMARY

CONTEXT

This report arises from the general review being undertaken of academic programmes in the major academic institutions of the Province of Ontario. It focuses its attention on the programmes for professional library education at three universities:

-- University of Ottawa

-- University of Toronto

-- University of Western Ontario

The review of professional library education in Ontario covers: (1) the expected market for professional librarians, (2) the character and quality of the academic programmes for them, and (3) the available resources. It pays special attention to the programmes for doctoral level education in this field.

The report is organized into four parts:

-- An introduction, which establishes the context of the report, summarizes the results and conclusions, and presents the committee's recommendations.

-- A statement of general evaluations concerning the changing nature of librarianship and library education.

-- An estimate of the quantitative character of the Canadian need for librarians.

-- An evaluation of the specific quality and character of the present academic programmes and resources.

The Committee first assembled in Toronto in mid-February, for its preliminary briefing, initial studies, and conversation with the discipline group. It returned to Ontario for a week of on-site visits

in mid-May. The draft report and recommendations were completed by the end of July, and the draft recommendations were presented to Deans Halpenny and Cameron and Professor Jean-Marie Joly of the University of Ottawa on August 1. The Committee spent the remainder of that week writing the final report, taking into consideration the responses to the draft recommendations which were submitted orally to it by Professors Cameron, Halpenny and Joly on August 4.

In carrying out its task the Committee received the courteous and invaluable assistance of everyone it approached, and would like to record its gratitude: at the Council of Ontario Universities - Professor Preston and his staff, particularly Mrs Graham who understood our need for an endless supply of coffee; at the University of Toronto - Deans Land and Halpenny and members of the School, Donald Forster, Edward Safarian, and Stefan Dupré; at the University of Western Ontario - Dean Cameron and members of the school, President Williams, R.J. Rossiter, William Turner (then Acting Dean of Graduate Studies), and Robert Lee and members of the University Library staff; at the University of Ottawa - Roger Guindon, the Rector, and Maurice Chagnon, Jean-Marie Joly, Peter Havard-Williams, Paul Hagen, and members of the faculty; and in Ottawa to Guy Sylvestre, the National Librarian, and Wilfred Smith, the National Archivist.

SUMMARY OF GENERAL EVALUATIONS

The study team has, primarily for clarification of its own thinking, made an effort to establish the general context in which library education finds itself today. It is certainly one of change -- in library roles, practice, financial support, jobs, and therefore in the content of library education itself. Unfortunately, while some of these changes fit together into a consistent pattern, others present conflicting patterns so that the total picture of the likely future of librarianship is, to say the least, difficult to see as a coherent whole. The following comments, therefore, have the aim of presenting parts of the total picture in the hope they can be properly fitted together.

Changes in Library Roles

The Library has been under great pressure--social as well as economic--to modify and add to its traditional roles. In the past, the library had primary roles oriented around acquiring and providing printed material needed by the constituency it served:

-- In the academic institution, to preserve and provide access to the printed records of scholarship.

-- In the public library, to acquire and make readily available the material needed by individuals for their personal education and recreation.

-- In the school, to acquire and have available the material needed to support classroom instruction.

-- In the company or governmental agency, to acquire and provide the material of special interest to the parent organization.

In each case, the focus has been on the material--the book, the journal, the microform--with the services relatively circumscribed and limited to selecting and acquiring the material, cataloging or indexing it, making it available, and providing limited reference service from it. "Reader service" is usually oriented toward encouraging the reader to find and use the available material.

The primary change in library roles has been in extension in the character and magnitude of the service, with vastly greater emphasis placed on the needs of the clientele and correspondingly less placed on the material acquired. Specifically,

-- Libraries are being asked to serve as "information centers", with the emphasis on content rather than format.

-- Libraries are being asked to serve populations relatively uninterested in printed records and not accustomed to using them.

-- Libraries are being asked to expand the range of materials they acquire to include films, audio tapes, video tapes, and computer data bases as well as the printed records previously the focus of concern.

-- Libraries are being asked to serve clientele beyond those of their own institutions, through networks and other cooperative arrangements.

-- Libraries are being asked to serve as instruments of social change, as active means of education rather than simply as means for the reader to educate himself.

The response of the library to these pressures has not been one of wholehearted acceptance of new responsibilities. Nor have the pressures necessarily included adequate recognition of the costs they implied. As a result, libraries have not to date significantly changed their role. However, the evidence is that changes are taking place and that libraries will absorb new media and new services. Hence,

> Assumption. Libraries will continue to fulfill the role of acquiring records and making them available, but the records will include not only printed forms but microforms, computer readable forms, and video and audio forms. These extensions will require that libraries add specialists in the use of these forms for new services.

This assumption says a great deal and some librarians may feel that it adds unnaturally to the librarian's functions. However, the likelihood is that the library's role will not be significantly changed by the additions of new forms of data recording. The library's role will continue to be passive in the sense that it makes material available primarily to those who come to get it. It would continue to focus its attention on the record, not on the content of the record. It means the library must treat the new technologies of the computer and of communications in terms of the records they produce; it will acquire those records and make them available as it will printed records.

But, this assumption also clearly defines a vital role, one that librarianship has clearly shown its ability to fill and fill well. Unless the record has been acquired and is readily available, all of

the information services, the social services, the educational services have no source to which they can go. It is the library's continuing role to assure that these other services have the sources of information available.

Changes in Library Practice

The way in which libraries perform their basic functions of acquisition, cataloging, document delivery, and reference service has been undergoing a steady and significant change, with two basic trends:

-- Libraries increasingly depend upon the use of centralized services for these functions, represented by the use of "blanket orders", of catalog services, of library networks, of secondary (indexing and abstracting) services, and of bibliographic centers.

-- Libraries have been changing their patterns of staffing from a proportion of "one professional to three clerical" to a decreasing proportion of professionals and to the use of sub-professional technicians.

Assumption. There will be a continuing increase in the use of centralized services in support of library operations, with a consequent increase in the use of sub-professionals (technicians) and clericals for performing the local library operations.

The corollary to this assumption is that the work of professional librarians will correspondingly be focussed on management and on information services. This is borne out by an increasing effort to upgrade the position of professional librarians in the communities they serve.

Assumption. There will be an increasing effort to upgrade the qualifications and positions of professional librarians, especially in large academic and research libraries.

Assumption. There will be an increasing need for librarians capable of undertaking research, of evaluating research, and of utilizing the results of research.

The pressures to expand the scope of library services and to formalize the processes of library management are leading libraries to add specialists of various kinds to their staff -- information specialists and subject bibliographers, computer specialists, management specialists. In many cases, the educational requirements of their speciality have precluded combining them with a professional library education. As a result, there have been problems in hiring such specialists as "professionals" and in integrating them into the library staff.

Assumption. There will be an increasing use of specialists in library operations and services, with the requirement that they combine a library education with their speciality.

Changes in Job Market

The last few years have seen a significant change in the library job market. Whereas five years ago, jobs were plentiful, now there are graduates who cannot find jobs. Is this simply a phenomenon of the times, a result of efforts to reduce spending? Or is it something deeper? The implications of the Cartter Report (of the State University of New York) are that the next twenty years will see a continuing pressure on academic institutions, including libraries, as a result of changing trends in the population.

Assumption. The library job market will continue to be a tight one for the next ten years.

Changes in Library Education

In what appears to be an almost subconscious recognition of the implications of the assumptions outlined above, library schools in both Canada and the United States have been revising their curricula, introducing new specialities, increasing the time required to complete the professional degree programme, and adding doctoral programmes.

Assumption. Library education will continue to expand its division into sub-professional (technical) education and professional education, with steadily increasing requirements in the professional curriculum, including specialization, internship, and emphasis on research.

Given the trend toward enhanced professional qualifications, there is an obligation to the librarians already in the field to provide means by which they can upgrade and maintain their own qualifications. Furthermore, there is need to provide sub-professionals with avenues by which they can advance.

Assumption. There will be a substantial increase in the number of "continuing education" programmes at both the professional and sub-professional levels.

Changes in Society

Libraries are social agencies, reflecting the social forces in the societies they serve. And library schools, as units within institutions of higher education, are subject to the forces which shape higher education in general, as well as those specific to the field of librarianship. Thus any attempt to plan for the future in librarianship and library education must take into account developments completely beyond the control of librarians.

Towards 2000, the Report of the Subcommittee on Research and Planning of the Committee of Presidents of Universities of Ontario, discusses in a more general context, the kinds of problems with which this paper deals. Like the writers of that work, we must begin by recognizing that the use of predictions of manpower, or other analyses of current conditions as a base for prognostications, has its limitations.

> These predictions are subject to serious miscalculations, since they usually represent extrapolations from past experience and do not take into account changes in technology, social needs, or migration. Tight coupling of professional production to manpower

> forecasts (or other guesses about the future based upon the present) is particularly dangerous for the longer educational programmes in which the interval between the recognition of a miscalculation and the results of correcting it may be five to eight years.[1]

With these reservations, let us then simply point up some of the forces which must be taken into account as plans are drawn up for the future of library education in Canada.

Population growth and shifting population patterns play an important part in predictions about the future. In particular, the development of suburbia, the changing demographic structure of the cities, the heavy immigration of non-English speaking groups, and the policy of multi-culturalism all create conditions which impinge on library support and library use. These developments mean not only a shift in concepts of library service; they also have implications for the content of library education, as the library schools look toward the preparation of future librarians who will be facing an entirely different concept of the librarian's role, of the materials with which he will deal, and even of the institutions in which he will function.

> Assumption. As the makeup of the population of cities changes, the role played by the library will also change, requiring new concepts of service, new types of materials to serve new audiences, and perhaps different institutional organization to accommodate the changes.

Library schools are subject to the same influences that affect other professional schools: a predicted unbroken rise in enrolment in the institutions of higher education; the increase in the CAAT's and other agencies concerned with vocational training; the upgrading of qualifications for teachers; the experimental approaches to education

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1/ Towards 2000; the Future of Post-Secondary Education in Ontario. (From the Report prepared for the Committee of Presidents of Universities of Ontario by its Subcommittee on Research and Planning presented as a brief to the Commission on Post-Secondary Education in Ontario) Toronto: McClelland and Stewart Limited, 1971, p. 92-93.

at all levels, with their emphasis upon self-instruction and more options; and the extension of higher education. In the field of librarianship, these educational developments have a double effect: one direct, the other indirect. The direct effect is like that felt by all higher education: in the size of enrolment, in the wider spread of various backgrounds among incoming students, in greater emphasis upon interdisciplinary content, in the demands for looser organizational structure and more student participation in decision making. But the indirect effect is equally important. The graduates turned out by the schools at all levels are the potential users of libraries as well as potential librarians. The new types of libraries (in the CAAT's, for example): the new audiences for library services; the new pressures on library collections (as experiments in instruction shifts the emphasis from the classroom to individual study and research) all have implications for change in library service, and thus for the curricula of library schools.

Not the least of the changes in education which have implications for libraries are the changes in educational technology. The multimedia approach in teaching changes the nature and function of libraries in many ways. Computer-assisted instruction; self-teaching devices; the whole array of technological aids to the teaching and learning process suggest a different kind of library collection, and different kinds of preparation for its administration.

> Assumption. Changes in the general patterns of education will affect library education both directly (because they are a part of the changing pattern itself) and indirectly (because the graduates of schools which are experimenting with new educational techniques and curricula will be the potential users of libraries, making new demands upon library service which the graduates of library schools will have to be prepared to meet).

Whether the current financial situation is temporary, or a presage of more stringent conditions to come, is not known, but

planning for the future requires that the probable economic future be taken into account. During 1971-72, the reduced level of support for education was a definite factor in planning and implementation of educational programmes, leading to cutbacks in faculty appointments, in the initiation of new programmes or even new courses, and in scholarship and fellowship aid. Outside the schools themselves, the reduction in employment opportunities for university graduates also had its effect. In the library schools the effect, oddly enough, was a favorable one. Many students from other disciplines, faced with a tight job market in their own fields, began to recognize in librarianship another opportunity for utilizing their subject knowledge, and enrolment actually increased in most library schools. But the job market is tight in library work too, and as the graduates of library schools experience difficulty in finding positions, the situation might well change. (Many schools in the U.S., anticipating a continued tightening of the job market, have already placed a limit on enrolment to avoid the overproduction of qualified candidates for the dwindling number of openings. If the same situation arises in Canada this could reduce support for library education, curtail expansion of programmes of library education, and reduce the opportunities for teachers of librarianship.)

The competition of technician training programmes may also be greater as employers, faced with a smaller budget for personnel, settle for less expensive staff replacements to fill out their tables of organization. At the moment, however, the more optimistic rather than the pessimistic view seems to prevail. The squeeze is being felt by the less-qualified rather than the more qualified, and the library schools are likely to continue to attract the more serious and committed students. But if tuition costs continue to rise, with no corresponding increase in scholarship assistance, the continuation of large enrolments in the library schools is by no means certain.

Assumption. The financial situation, and particularly the opportunities for employment, may affect library education in the future even though it seems not as yet to have reduced the number of applicants for admission to library schools.

An important factor in Canada is and will be the rising concern over "foreign" influences in Canadian higher education. In the past, Canada has often had to seek its library administrators, its library school deans and faculty members, and other leaders in the profession from other countries. Moreover, without a doctoral programme in librarianship in Canada, it was inevitable that a Canadian seeking a library Ph.D. would have to be educated abroad, usually in the United States or Britain. But there is a growing sentiment that Canada should take advantage of local manpower, and provide opportunities for identifying and training them. A doctoral programme in librarianship in Canada would make it possible to fill major library posts with Canadians rather than experts from elsewhere.

Assumption. The sentiment for greater "Canadianisation" in Canadian higher education will be an important force in both librarianship and library education. A doctoral programme in the library field would make possible the identification and preparation of Canadians for the highest levels of library responsibility in Canada.

The assumptions enunciated above underlie the Recommendations of the Committee. Combined with the extensive documentation prepared by the schools, the observations made by the consultants during their site visits, the information supplied orally by administrative officers of the universities, faculty members and students in the schools, and experts on the headquarters staff of the Council on Ontario Universities, they form the basis on which the Recommendations rest.

It should also be recognized that the Recommendations reflect the situation in Canadian librarianship as it was in August 1972:

1) Doctoral programmes in librarianship at the University of Toronto and the University of Western Ontario had been approved in 1971, but had not been funded;

2) Toronto had admitted two students to their doctoral programme; Western Ontario had not yet accepted students to their programme;

3) The University of Ottawa had moved to close their programme of library education and was enrolling no new students; a Committee on Library Education had been established to make recommendations concerning the future role of library education at Ottawa, which was not scheduled to make its final report to the University Senate until the Fall.

Thus the recommendations, in effect, concentrate primarily on the two schools which were actually offering an accredited M.L.S. degree programme.

RECOMMENDATIONS

The Accredited M.L.S. Programme

1. It is RECOMMENDED that a thorough and continuing study of Canadian library manpower be made and that the enrolment projections for the M.L.S. programmes in Ontario should be carefully assessed in the light of that study. It should include consideration of the present and future markets and of the special needs for bilingual competence.

2. It is RECOMMENDED that in the light of available data, no additional library schools offering programmes at the graduate level leading to the first professional degree be established within the next five years at least. If an unexpected change in the market or the practice of librarianship should call for extraordinary increases in professionally qualified personnel, a review of this restriction can be undertaken at the appropriate time.

3. It is RECOMMENDED that the library schools in both the University of Toronto and the University of Western Ontario should assess their M.L.S. programmes with an eye to the changing needs of the next five years and, more speculatively, of the next ten years. It is recognized that in the U.W.O., a re-assessment of the M.L.S. programme is already underway. In assessing the programme special account should be taken of:

(a) the need for an integrated and unified course of study which emphasises the identification and the assimilation of basic principles and the general theoretical groundwork of library science;

(b) the need to integrate into the total programme, whenever necessary, appropriate elements of Information Science;

(c) the changes described in Section II under the heading "Changes in the Discipline" (pages 27-30 infra.)

(d) the need for greater emphasis on scientific, mathematical and technological content;

(e) the needs of the populations which the graduates are expected to serve;

(f) the recources of the environment in which the Library School is located.

4. It is RECOMMENDED that the library schools establish entrance requirements equivalent to those of other graduate programmes; namely, a four year Honours Degree or its equivalent with a first or high second class standard.

5. It is RECOMMENDED that the schools should give priority to the recruitment of specialists in the area of theoretical classification, indexing, etc., and of staff with substantial background in science and technology.

6. It is RECOMMENDED that the schools set out to increase the proportion of students with strong scientific/mathematical/ technological backgrounds. Much will depend on the image presented to such people by the library profession itself, but educational programmes that give obvious scope and outlet for the talents and skills of science and technology graduates are a powerful factor in recruitment.

7. It is RECOMMENDED that the schools pursue more actively the possibilities for interdisciplinary programmes which will take advantage of human and other resources in cognate fields on their campuses, by such means as greater cross-listing of courses and encouragement through counselling to take full advantage of these possibilities; joint faculty appointments; greater use of courses in other relevant disciplines as a minor concentration, etc.

Relationship with the Field

8. It is RECOMMENDED that the Faculty Council for each school be expanded by including additional members from other faculties of each university and from leading professional librarians in the field.

9. It is RECOMMENDED that a joint committee be established, made up of faculty from each school and of leading professional librarians, to provide a forum for continuing dialogue between the practitioners and the educators on such matters as continuing education and the needs of the profession.

10. It is RECOMMENDED that the schools should give high priority to regular and systematic programmes of continuing education. Staff complements should be such as to accommodate this type of activity through released time and without overloading individual faculty members.

11. It is RECOMMENDED that those in charge of libraries should give high priority to the systematic release of staff to further their continuing education and to engage in research.

School Librarianship

12. It is RECOMMENDED that the Provincial Ministry of Education should raise the certification standards for school librarians, in order to give more realistic support to the role that school libraries should play in education.

13. It is RECOMMENDED, at the least, that a requirement for appointment to supervisory positions in school libraries, media centres, or a school library system should be the M.L.S. degree from an accredited library school programme.

14. It is RECOMMENDED that the training of school librarians merely to meet current certification requirements should be the responsibility of Colleges and Faculties of Education and not of the graduate library schools, until such time as those requirements and present support of school libraries are upgraded.

The Ottawa Situation

15. It is RECOMMENDED that the library School at the University of Ottawa should not be continued in its present form. This

recommendation is made in support of the apparent decision by the University of Ottawa to discontinue what has been a programme of marginal academic quality. Any proposal to create a new programme should meet standards of academic quality equivalent to those defined by the ALA Standards of Accreditation, and should satisfy market needs unmet by the accredited schools, as identified by the results of the Manpower Study proposed in Recommendation 1.

16. It is RECOMMENDED that the Universities of Toronto and Western Ontario explore, especially with the University of Ottawa, the possibility of establishing a programme of special courses and advanced research related to archives, government documents, federal library services, and other areas for which Ottawa is a particularly suitable base, thereby taking advantage of the resources of the National Library, the National Archives, the National Science Library, and other government libraries.

17. It is RECOMMENDED that the Council of Ontario Universities explore with the National Library means for offering continuing education courses for experienced practitioners to help ensure that Canadian librarianship derive maximum benefit from the distinctive Ottawa library resources of all types.

Francophone Education

18. It is RECOMMENDED that no attempts be made to establish a full-scale Francophone library school at the graduate level in Ontario. It is not feasible to establish in Ontario a Francophone programme of the quality offered at the Université de Montréal.

19. It is RECOMMENDED that the Province of Ontario should agree to support advanced studies for Ontario students at the Université de Montréal through transferability of Provincial government fellowships.

20. It is RECOMMENDED that Toronto and Western Ontario take into consideration, in their curriculum and academic regulations, the special needs and interests of French-speaking Ontario, thereby encouraging the enrolment of Francophone students.

The Ph.D. Programmes

There is a real need for research in the field of Librarianship and Information Science. The problems are identifiable and unique, and the criteria for legitimate research are now established.

There is a real need also for research-oriented faculty, in contrast to and in addition to the now largely professionally-oriented faculty, in Schools of Librarianship and Information Science.

These needs are particularly pressing in Canada where there have been no doctoral studies and little training in or opportunities for advanced research, either in general or in problems uniquely Canadian. The need in Ontario is not for doctoral studies that are little more than an extension of professional education but for programmes designed specifically to develop advanced research capacity.

21. Therefore, it is RECOMMENDED that support for a doctoral programme at either school be deferred until all of the following have been achieved to the satisfaction of the Council of Ontario Universities.

(1) A specific, clearly circumscribed, focus has been defined by the school for the areas of research on which it will concentrate.

(2) The relationship of the school's defined focus of research to other departments in the university has been made explicit, through such means as possible joint appointments, sharing of resources, outside minors related to the area of research, etc.,

(3) At least two and preferably three faculty members are on the staff with demonstrated research competence in each of the defined areas of research. This demonstration shall be attested by a recent history of sustained publication in journals of research quality, monographic publication of a scholarly nature, or funded projects involving original research.

To meet these objectives, both schools will have to:

(a) Identify present members of the faculty with research potential, limit their instructional loads, and periodically review their research performance;

(b) Add new senior faculty with instructional loads limited specifically for the purpose of carrying forward research work in one of the defined areas of focus; and

(c) Make joint appointments or similar arrangements with other faculties on the campus, or on other campuses.

22. It is RECOMMENDED that any Ph.D. programme clearly reflect the participation in its planning of the senior research faculty who will be involved in its implementation.

23. It is RECOMMENDED that, although the University of Toronto must see the two doctoral students admitted in 1971 through to their degrees, it should not accept additional students to the doctoral programme until the prerequisite conditions, outlined above, have been met.

24. It is RECOMMENDED that every effort be made to utilize the special resources of both schools. In the event that both commit themselves to meeting the criteria, they should make their programmes as complementary as possible. In the event that only one commits itself to meeting the criteria, it should utilize the resources of the other to the maximum possible extent. The potential research strengths in faculty and resources of the two schools appear to the Committee to lie in the two broad general areas listed below:

History of books, printing and libraries (to include analytical and descriptive bibliography). Western Ontario

Library management and services to meet the needs of different types of library community. Toronto

25. It is RECOMMENDED that in considering the development of areas for doctoral research one university give first priority to information science.

Research Support

26. It is RECOMMENDED that the Council of Ontario Universities urge the Canada Council and the National Research Council to recognize the value of research in Librarianship and the Information Sciences, and to provide financial support for advanced students and for research studies on a basis comparable to that accorded to other disciplines in the Humanities and the Social Sciences.

27. It is RECOMMENDED that the Council of Ontario Universities urge the Secretary of State of the Federal Government in consultation with

the National Librarian, the National Archivist, and the President of the National Research Council to institute through these agencies grants for research in Library and Archival Science, such grants to include doctoral research fellowships, faculty research fellowships, and support for designated research projects of an academic nature.

28. It is RECOMMENDED that any university planning to develop a first-class doctoral programme should provide a short-term research fund, because high priority must be given to the formulation of a broadly-based research programme as a focus for individual and departmental research activities.

29. It is RECOMMENDED that energetic action by both the university and the library school should be taken to obtain funds for research, through proposals to the Canada Council, the National Research Council, and other outside organizations.

30. It is RECOMMENDED that the doctoral students in Library Science be given the same level of financial support as the doctoral students in any other programme.

31. It is RECOMMENDED that in the event that only one university chooses to commit itself to meeting the criteria specified above, the Province view sympathetically a request for extra-Formula income to enable that university to acquire from the other such resources as have been built up to support doctoral level research.

II. LIBRARIANSHIP AND EDUCATION FOR LIBRARIANSHIP

DEFINITION OF LIBRARIANSHIP

The Scope of the Discipline

The central concern of librarianship is with the materials of record, with those who use (or could use) records, and with the most effective means by which records and the people who have need of them can be brought together. In this statement may be found the key to the nature and scope of the discipline of library science, and it is worth considering further its practical implications, in terms of the library's contribution to society. The principal forms taken by the contribution are the following:

1. The preservation and transmission of the cultural heritage.

2. The support and furtherance of economic, scientific and technological development.

3. The support of the educational process--both formal and informal--at all levels.

4. The servicing of one of the most significant forms of of leisure-time activity--recreational reading.

These functions are performed by libraries and information units. Some of these may contribute in only one of the four areas (e.g., industrial libraries in Area 2, School libraries in Area 3), while others may contribute to a greater or lesser degree to three or even all four (e.g., university libraries, in Areas 1, 2 and 3 and sometimes 4). With these considerations in mind we can now turn to the records, their users, and their organization.

First of all the records: these comprise principally the printed word, but also include manuscripts; near-print; film, tape and other audio-visual media; records in machine-readable form; in fact any of the media by which information and imaginative stimuli may be communicated. (In practice, however, it is normal for one of these groups--

the pictorial and three-dimensional products of the visual arts--to be the concern of the museum and gallery specialist rather than the librarian.) This concern with records finds its expression above all, perhaps, in the study of bibliography in all its varied aspects. Of these, particular attention must be drawn to the central importance of the librarian's role in collection building, in the selection and evaluation of materials in relation to users' needs and the library's objectives, and to the knowledge of sources of supply and the skills and routines of acquisition associated with the collection-building process. Increasingly, of course, the concern with records is extending beyond the "bibliographical", and the study of topics such as the generation and use of data bases and their characteristics, and the handling and utilisation of audio-visual materials, is becoming of increasing significance.

The second aspect of the librarian's task--concern with the users or potential users of the materials of record--leads him to the study of the library and information needs and the library-using and information-seeking behaviour of the various kinds of community served by libraries. This can range from studying the needs of faculty and research workers (as distinct from those of undergraduates) in a university community, to the study of how the needs of an industrial chemist differ from those of an academic chemist; from the assessment of the contribution of the school library to the educational process to the analysis of public library use or non-use by underprivileged groups. Furthermore, for a proper understanding of the various communities served by librarians it is usually necessary to take the study at least one stage back from the point at which the library comes into the picture: to gain, for example, a thorough understanding of the nature, objectives and organization of higher education as a prelude to work on academic librarianship; to study the structure and organization of industry and research as the first step towards a knowledge of industrial librarianship; to gain background in relevant branches of social knowledge before specializing in public librarianship.

So much, then, for the records and those who use them. The third area which makes up the study of Library Science is that which is concerned with the means by which the materials of record and their users are most effectively brought together. This can be considered under two distinct headings.

The first of these, now sometimes called the Organization of Knowledge, is a study of the principles and methods of organizing records for use. It covers the whole area of information retrieval, which includes cataloguing, classification and indexing, and takes account of both manual and non-manual methods.

The second area is Administration and Management. At the level of basic principles this study is no different for the field of library science than for any other activity which requires administrative and managerial skills. The principal emphasis, however, will be on the application of these principles in the distinctive and special circumstances of different types of library within different institutional frameworks, with different constraints, and different objectives. In all situations in which he is likely to find himself, an important element in the librarian's duties is his responsibility for planning, evaluation and constant revision and refinement in the light of experience and formal evaluation. To this it should be added that there is an immense range in the scale and complexity of the operations with which a librarian might be concerned--from the vast, sophisticated national system such as the Library of Congress or the British Library, to the relative simplicity of the small school library run by a teacher-librarian.

Information Science

In recent years there has been added to the situation described above a new and extremely important dimension: the development of information science. Exactly what is embraced by this term is still to some extent a matter of discussion and controversy. There are those,

for instance, who identify it very closely with computer science, while others see it as a much more broadly based discipline, embracing elements of many scientific and, for that matter, non-scientific disciplines. A fruitful approach, perhaps, is to think of it in the present context as being concerned with the scientific foundations of the work of librarians and information specialists. Though this approach does not preclude its study as a self-contained corpus of knowledge--which is frequently a most useful way of handling it in an educational institution--it does lay appropriate emphasis on its all-pervading nature, on the need to integrate it into all relevant aspects of the study of library science. This approach must come out in the librarian's study of the generation of information; its storage and organization (whether in the form of libraries full of books and journals or computer data bases); the associated problems of cataloguing, classification, indexing and coding; the control of information, whether by conventional bibliographical means or by computer-based systems; and the design and analysis of systems.

If Librarianship is to flourish, it seems certain that it must take full account and full advantage of what information science has to offer, and it is already becoming clear that this has considerable implications for both the study and practice of librarianship. The methods of information science, even at their most elementary, call for quantitative attitudes and approaches to library problems and situations; they call for <u>some</u> knowledge, at least, of scientific methods; they call for numeracy, as well as literacy. Even if not all librarians will need a command of statistical techniques and not all library school students will need to follow a course in operational research, <u>some</u>, will; and on the staffs of most substantial libraries there will need to be those with the sort of scientific knowledge and scientific attitudes required to take full advantage of what a rapidly developing technology can offer the library.

The Basic Elements of Librarianship

From what has gone before, it will be clear that the range of knowledge encompassed by library science is wide indeed and the question how much of this must be known by a professionally qualified librarian is one which constantly exercises those concerned with professional education for librarianship. In most parts of the world there seems to be fairly general agreement that there is such a thing as a basic core of professional knowledge which is essential to a librarian, whatever the type of library, however specialized the activity in which he may ultimately find himself. The practising librarian needs and is required to have basic skills at a general level in three areas: bibliography and related subjects, the organization of knowledge, and the administration and management of libraries. Any other consideration apart, the demands made by the need for mobility dictate a broadly-based, first professional education: few librarians can even be sure of what type of library their first appointment will be in, let alone the directions in which they may move as their careers develop.

This need for a broad professional base has in itself influenced the development of the discipline. When the study of librarianship was at a relatively simple stage the "broad professional base" could include a high proportion of existing professional knowledge, with a great deal of emphasis on the acquisition of skills needed to carry out relatively uncomplicated techniques. With increasing complexity and sophistication the sheer volume of knowledge and variety of techniques of relevance to librarianship have forced library educators to seek the essentials, to think more sharply in terms of library objectives, to identify the theoretical bases from which the discipline must be studied and developed. In professional education the most marked result of this development has been a greater concentration on theory and principles and less emphasis on the detailed practice of techniques, which is increasingly seen as the province of the in-service element in professional education rather than of the library

school. In general, in fact, the emphasis nowadays is on "why?" rather than "how?", with particular concern with the need for adjustment to a changing society and the anticipation of that society's informational and documentary needs.

The Divisions of the Field of Librarianship

This is a topic which can lead to long philosophical and semantic discussions, from which a definitively acceptable outcome is most unlikely. For the practical purposes of this Report it is necessary to produce a list of divisions against which general Provincial library science coverage and possible Ph.D. specializations may be checked. The three basic divisions (1. the materials of record, 2. the people who do or could use these materials, and 3. the means by which users and materials are brought together) are too broad and general for this particular purpose, and it is therefore desirable to derive from them a longer list of rather more specific divisions. To this end, the Association of American Library Schools' list of 17 divisions has been somewhat modified to produce the following eight divisions. Its imperfections are obvious and acknowledged. Not the least of these is that the divisions cannot be mutually exclusive. For example, History of Libraries may well come under Areas 3 and 4 as well as 1, Classification belongs to both Areas 5 and 6; more seriously, it does not clearly reveal that much of the content of Area 6 must be subsumed in other sections. Nevertheless, the list does cover all likely, desirable courses, in reasonably homogeneous clusters, and to that extent should serve as a serviceable working tool.

1. History of Books, Printing and Libraries (to include analytical and descriptive bibliography).

2. Library and Information Resources (to include book selection and collection building, reference, subject bibliography, special materials [other than rare books, which would be under 1 and Archives, Area 8].

3. The Library in Society: role, objectives, etc. Includes Comparative Librarianship and Education for Librarianship.

4. Library management and services to meet the needs of different types of library community.

5. Organization of knowledge: cataloguing, indexing, classification.

6. Information Science and Systems. To include library automation and data processing, specialized aspects of classification and indexing.

7. Communication Studies. To include media, publishing, printing and book production.

8. Archive Administration.

In each of these areas, the subject matter must cover the relevant topics of professional and technical value as well as appropriate research methodology.

The Multidisciplinary Nature of Librarianship

From what has been said thus far it will be apparent that the practice and study of librarianship calls for a highly multi-disciplinary approach; this is indeed one of the principal characteristics of the profession

This multidisciplinary nature of library science is reflected in each of the three areas identified earlier in the report. In area 1--the materials of record--some understanding, at least, of the subject matter of the records, whatever it may be, is the starting point for their bibliographic control; from a different viewpoint, knowledge of the literary, printing and allied arts is also called for, reinforced in the case of historical studies with relevant historical knowledge. The concern with non-documentary media of record, already referred to as an increasingly important element in the totality of the communication resources from which the librarian now draws, can

obviously benefit from the skills and expertise of the media specialists.

In the second area--the study of the users or potential users of records--the skills and methods of the social scientist are brought into the service of librarianship. Studies of need and of use draw from disciplines such as Psychology, Sociology, and Statistics.

The two sections which make up the third area add a further large crop to the disciplines from which library science must draw. The organization of knowledge calls on linguistics, logic, and computing science, to mention but three significant disciplines. Administration and Management draw on the disciplines of management science, including operations research, and public administration. And running through all aspects of librarianship is a central concern with communication and with education.

At the level of an M.L.S. programme the knowledge required of any of these supporting or ancillary disciplines is of course not very profound; but setting them out as above does tell us something about the nature of librarianship, about its relationships with other disciplines, about the content of the pre-requisite education and about the sort of people who are likely to be successful in the profession. At advanced levels of specialization, of course, the relationship with other disciplines may be very important indeed and, as distinct from the M.L.S. level, may require their study in considerable depth.

Changes in the Discipline

It will be clear that Library Science is a dynamic discipline and that it is currently going through a period of considerable change to which no imminent halt seems likely. It will be useful to consider some of the more significant influences which are likely to make for changes in the discipline; a number of these have already been referred

to in various parts of this section.

1. The need for librarians increasingly to concern themselves with non-documentary materials. This is exemplified in the development of the "Resource Center" concept.

2. The related need to utilize to the full the possibilities of educational technology: libraries are in the communications business, not just the book business.

3. The increasing emphasis on the librarian's direct teaching role, which will often require him to teach the skills involved in making maximum use of library and information resources (both bibliographical and non-bibliographical) to students, staff and others at all levels.

4. The development of multi-dicsiplinary teams serving total information needs of national, provincial or local government departments or groups of departments; this will involve librarians as team-members with statisticians, economists, city planners, sociologists, computer men and others.

5. The emergence of the subject specialization concepts. This implies the use of librarians with highly developed subject and professional skills in roles which involve them in all the library operations in the context of a narrow, specialized range of library resources. This may be within a large general library or a relatively small special library. A difference from the traditional special librarian is that the subject specialist will be expected to have a much more highly developed specialist subject knowledge, which has been given a professional orientation by high level or advanced training in library science.

6. It has become increasingly necessary to draw on and utilize specialized data bases and other resources from other parts of the continent and, indeed, other parts of the world. Librarians therefore need extensive knowledge of the national and international library and information complex. The associated development of networks of all kinds, at all levels, will place a premium on the library and information skills required to utilize them to maximum effect: the role of skilled intermediary between user and system will therefore become increasingly one of the paramount librarianship responsibilities of the future.

7. Non-bibliographical data bases will increase in importance: for example there will be greater emphasis on more accessible, faster, more comprehensive, more standardized statistical information systems, co-ordinated on an inter-disciplinary and international basis.

8. Equipment and communications costs are likely to fall in relation to manpower costs. There is likely to be a correspondingly greater use of equipment of all sorts: reprographic, telecommunication, etc.; the production use and processing of machine-readable records; the development of large-capacity, cheap, direct-access machine-readable stores, leading to the rapid growth of computerized data banks and data-based information systems. There will be an increasing tendency to keep records in machine-readable form.

   All of these factors imply a need for librarians of the future to be involved with and aware of the implications and possibilities of equipment of many types, to a degree far greater than at present.

9. With the shrinking of the world and the great increase in significant literature in languages other than English, it is possible that the library will become a natural base for first-stage translating, which will mean bibliographically and linguistically competent librarians sitting down with the subject-expert enquirers to produce outline translations as a preliminary indicator of whether or not the expense of full translation is justified.

In summary then, with rapidly expanding and developing technology and increasing sophistication of operations, there will be a need for librarians capable of undertaking research, of evaluating research, and of utilizing the results of research.

Important as may of these changes will be for the practice and study of librarianship there is none of them which cannot be accommodated within the framework of the three broad subject areas already indicated as covering the field of library science. What may develop is an increasing need to enlist the occasional or even continuing services of specialists such as programmers and equipment maintenance specialists. There are dangers, however, in pressing the use of non-librarian specialists too far. It would be inappropriate,

for instance, to seek subject specialists or specialist bibliographers from outside the ranks of librarianship (as has been done in some North American libraries), for bibliography and book selection are in many ways the cornerstone of library science. It would also be unwise to depend exclusively on outside specialists for computer expertise: all, or at least the great majority of professional librarians should acquire from their basic professional education enough knowledge of computer applications to be able to use the services of, and hold meaningful dialogues with, computer specialists; some, indeed, should be expected to reach a very high level of expertise and knowledge in the computer area, in addition to their professional knowledge and experience as practicing librarians.

Research in Library Science

The need for research in library and information science is fully accepted in the United States and Great Britain and this acceptance has found expression in very substantial funding of large numbers of research projects. There is virtually unlimited scope and need for research activity across the whole spectrum--from basic research into topics such as the information transfer process and the fundamental processes of classification and indexing, at the one extreme, to development work such as the application of computer techniques at the other. If the potential contribution of library and information services to national development is to be realized to the full, then it is essential that research and development work be prosecuted with the greatest possible vigour.

Some of this work should certainly be carried out in operational units--the need for continuing R & D activity in any large library has already been referred to--but the natural base for much of this activity is the graduate library school. Like any university department such a School should have a dual role--research and teaching. The implementation of the first of these roles--the obligation to work towards extending the boundaries of knowledge of its subject--is of

immeasurable benefit to the second; for the teaching of a Faculty actively engaged in research has an "edge", an authenticity, which is lacking in a department which restricts itself exclusively to the teaching role. An environment of research is essential for strong and effective university teaching.

Full knowledge cannot be claimed of the extent of library and information science research in Canada in general and in its library schools in particular, but the general impression is that the level of such activity is low. There would appear to be need for a carefully co-ordinated systematic programme of research and development, organized at national or at least provincial level, with the library schools having a major role. A federal or provincial approach is needed not only to ensure co-ordination and the observance of an appropriate system of priorities, but because substantial funding will be involved. Certainly some types of library science research are inexpensive and, like much humanistic research, involve only the personal activity of the researcher. But much of the needed research is expensive; it may, for example, be computer-orientated, it may require multi-disciplinary teams.

Large-scale funding of research and development is essential to healthy library and information science in the 1970's; and a healthy library and information science is essential if its contribution to national development is to be maximized.

LIBRARY EDUCATION AND TRAINING

In Librarianship, as in many other fields, the role of the professional is constantly being upgraded to reflect new demands and new responsibilities. Many problems which were once considered of central professional concern have now been resolved, in whole or in part, and procedures have been established and rules set down to govern the activities connected with their control. Such routinized tasks can now be assigned to personnel with much less preparation, while the highly qualified person moves on to new or unresolved challenges.

This pattern of development is perhaps most dramatically illustrated in the health sciences, where technical assistants now perform a great many functions which were once the sole province of the fully qualified doctor. In Librarianship, a similar development is taking place; as once-professional tasks are now turned over to non-professional personnel, the Librarian is expected to turn his or her attention to increasingly challenging problems in the planning, management, evaluation, operation, and design of services.

The pattern of preparation for library personnel has been changing to reflect these developments. Probably at no time in the history of formal education for librarianship has training been available on such a variety of levels. The American Library Association's Policy on Library Education and Manpower, adopted in 1970, recognizes two levels of non-clerical, non-professional positions, and two levels of professional responsibility, and advocates programmes of training for each one of them. Thus we now have actually available, or at least approved, programmes of preparation for the Library Technical Assistant (or Technician) at the community college level; for the Library Assistant at the bachelor's degree level; and for the Senior Librarian through either a post-master's certificate or the doctorate. In addition, continuing education is now seen as essential for librarians or library workers, whatever formal preparation has been attained.

The Master's Degree

The master's degree has officially been considered the first professional degree since 1951, when ALA issued revised Standards for Accreditation; however, many institutions continue to offer the bachelor of arts degree, even though such a degree programme is not eligible for ALA accreditation. (The traditional Canadian bachelor's, because it represents academic work equivalent in content and level to the master's degree programmes in the United States, has been acceptable for accreditation under the 1951 standards. The present move towards a two-year master's as the standard in Canada makes it now essentially correct to say that the first recognized professional degree in both the United States and Canada is the master's.)

The Bachelor's Degree

The bachelor's degree programme continues to be widely offered, primarily because, in the majority of states and provinces, certification regulations for school librarians are designed to parallel certification requirements for school teachers. In most cases, however, this first-level qualification is provisional, and the school librarian is expected to go on for additional professional education within a specified time in order to continue to qualify for professional recognition. Some states and provinces are already demanding the master's degree as the basic qualification for both teacher and school librarian certification, and it is highly likely that the standards will be raised in all of them in the not-too-distant future.

The confusion, then, concerning the status of the bachelor's degree should soon be removed. The proposed standard enunciated in the Library Education and Manpower policy would establish the bachelor's degree as an appropriate background for the kind of responsibility represented by the classification, "Library Associate". Implicit in this designation is the premise that a great deal of the work that has for twenty years been considered "first-professional" should now be seen

as "pre-professional", if the emphasis is upon practices and procedures which follow established guidelines. The Library Associate responsibilities also call upon the staff member's general educational background as much as (or more than) on the technical skills of library work. It is this aspect of the responsibility that differentiates it from the other non-professional classification: the Library Technical Assistant.

The Two-Year Diploma

In recent years, and following a trend in other professions, librarianship has increasingly become aware of the importance of support staff in library operations. The rise of the junior and community colleges in the United States, and the CAATS in Ontario, with their emphasis upon vocational training, has opened the way for many two-year programmes of technical training leading to a diploma and designed to prepare for supporting positions in professional and other vocational fields.

The new ALA Policy on Library Education and Manpower has legitimized the two-year training programme for technical assistants and the way is now open for closer liaison between these programmes and those designed for the preparation of Librarians. As appropriate content becomes better defined, and the graduates of the two-year programmes have demonstrated the value of their contribution to library operations, it should be possible to revise the content of the graduate programmes to eliminate, or at least approach very differently, the inculcation of purely technical skills. The purpose of the Policy is, in the long run, to upgrade the programmes of professional education by placing technical training at an earlier point in the student's academic career, and to relieve the librarian from time-consuming tasks and routines which do not require the full professional degree for their satisfactory performance.

The Post-Master's Certificate

The post-master's certificate is being introduced in a growing number of schools to meet a variety of purposes. In some cases, it simply represents an opportunity for librarians who already hold the first professional qualification to take courses regularly offered in the master's programme for which there was not time in their initial academic programme, or which represent new knowledge that was not then available. In some cases, it is meant to provide an individually tailored programme of advanced study in special courses designed specifically to supplement the regular offerings in the master's curriculum. In others, it is seen as a programme of advanced study which will have status beyond the master's degree without leading to doctoral research. And finally, there are cases in which the certificate programme is seen as a first corridor to the doctoral programme, providing an opportunity for the school to screen students who should not be encouraged to go on beyond the certificate, while providing for other students the equivalent of one year of residence towards the doctorate if they meet the school's standards for doctoral study.

The Doctorate

At present--and traditionally--the Ph.D. degree in librarianship in North America combines two aspects: academic research and advanced professional education. While research is an important component of all the programmes leading to the Ph.D. in this field, it often seems to be a secondary or even tertiary objective. In most cases, there appears to be a tacit recognition on the part of the library schools offering the Ph.D., that it may legitimately lead to added competence in library practice as much as it does to the "contribution to knowledge" which the traditional academic disciplines tend to stress.

A review of the catalogues of seventeen of the eighteen library schools offering the Ph.D. in 1972 reveals the following: All programmes require the writing of a dissertation; indeed, one actually

states as one of its objectives: "to foster the writing of dissertations". But only six specify the degree as exclusively a research degree. The others describe the Ph.D. programme as one which provides general advanced work in library subjects. A vocational objective is often acknowledged: nine specifically mention preparation for administrative responsibilities in the field, and seven of these also mention preparation for teaching positions in library schools. The others speak more broadly about the programmes, stress on "advanced study", "high scholarly attainment" or "scholarship", with the production of a dissertation seen as one, but not the exclusive, evidence of the student's achievement of these objectives. Nor is the research which is required for the dissertation always seen as academic in nature; at least one school (offering the Ph.D. in Information Transfer) states that "research is done largely on functioning organizations under contract arrangements".

These variations in approach to the purpose of the Ph.D. are reflected in the programme requirements. Some of the schools do not have a required set of courses, but rather suggest that course work will be selected to support the individual student's research and knowledge needs, with no minimum or maximum registration specified beyond the minimum institutional requirements.* Others have a definite programme of courses, including the required selection of a major and minor field, with as much as three years of formal registration required. All permit and encourage interdisciplinary selection of coursework, as dictated by the needs of the individual's programme.

Four of the catalogues stress comprehensive mastery of the entire field of librarianship as the end of a doctoral programme. Two see the Ph.D. as concentrating on intensive studies of a special field. Four others specify a combination of general study plus concentration in some one specialty.

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* In all cases, institutional requirements mandate at least one academic year of residence, but in the more permissive programmes, this need not be translated into a specific number of substantive courses.

Two library schools in the United States offer the D.L.S. degree instead of (or in addition to) the Ph.D., and some attempt is made to make a distinction between the professional and the academic programmes. In neither case is this distinction completely clear-cut. The school which offers both programmes requires in both essentially the same course registration, the production of a thesis, and compliance with similar requirements for admission. Thus far in the U.S. situation, the D.L.S. has never really taken hold. The combination of professional and academic in a single degree, the Ph.D., seems to be well established in the tradition of library education at the present time. The prestige that the doctorate presumably confers upon its holder motivates a large number of students to seek it, if for no other reason than to gain status in academic institutions or among their peers. So long as the Ph.D. represents the highest achievement in the field, and so long as alternative programmes at the advanced levels are seen as a kind of consolation prize for failure to achieve doctoral candidacy, library leaders will continue to be selected from those who can present the academic doctorate. And the schools will continue to feel the obligation to offer programmes leading to the Ph.D. rather than to a professional degree, unless an unanticipated change occurs in the society or in the professional field itself. The Ph.D., for the library field, is the recognized professional research degree and a logical advanced degree for a library school to offer as it moves to increase the scope and impact of its programme of professional education.

In view of the fact that there is no tradition of research-oriented doctoral work in Canadian librarianship, it seems to the Committee essential that any doctoral programmes in the field of librarianship stress the academic research component. The growing need for research on library problems has already been alluded to; the need in Canada is particularly pressing because of the complete lack of library research studies in the Canadian context. The doctoral programme therefore has a special responsibility to train a cadre of library educators as well as librarians with competence in research and enthusiasm for it.

Continuing Education

The publication Towards 2000 puts forward the view that the participation rate in higher education of a particular age group (18-24 is the group usually considered) will in the future become less and less meaningful as a measure of the adequacy of an educational system; that the trend is towards life-long education; and that the appropriate measure will change from being the proportion of the age group and become the proportion of the total labour force in the higher educational system. It goes on to say that in the 1970's most of the older enrolment will be on a part-time basis.

In the field of Library Science there is plenty of evidence of the trends indicated above. The accelerating rate of development and change, both in the needs of the communities served and the means by which librarians can serve them, is such that regular exposure to specialized courses, institutes, workshops, and the like, will be an essential part of the career pattern of the librarian of the 1970's and 1980's. Less than ever will it be true that possession of a basic professional qualification is in itself an adequate life-long career ticket.

This has a clear implication for the library schools: an important manifestation of the leadership and support which the profession legitimately expects of them should be the provision of adequate continuing education facilities, in a variety of appropriate forms, available to all professional librarians in their regions; and for the benefit of a wider, national (or even international) audience, in areas in which they excel or have special expertise.

Types of course which should be available, either on a short, full-time basis, or spread over a longer period of part-time study, include the following:

1. Courses or Institutes intended to communicate to the profession the results of original research carried out in the School.

2. Courses designed to introduce practitioners to new professional developments, techniques, etc., which were not included in their own basic professional education, e.g. computer applications, problems associated with multi-media developments.

3. Workshops and similar gatherings of experienced librarians considering specific professional issues or problems.

4. Instruction in highly specialized or advanced applications of particular professional skills.

III. CANADIAN LIBRARY MANPOWER

The picture of librarianship implied by the general context presented above is one of increasing specialization and possibly of decreasing numbers of students in professional library education over the next several years. It is, therefore, desirable to have a quantitative as well as a qualitative picture of the present library situation in Canada, especially in Ontario, and of that foreseeable over the next several years.

The numbers presented are estimates based on the data available to the Committee, most of which were incomplete, uncertain, and inconsistent. They should therefore be viewed with extreme caution until the thorough manpower study called for in Recommendation 1 has been carried out.

In any event, care should be taken to avoid making decisions based purely on quantitative data. In particular, the Committee feels that the need for research competence in Canadian librarianship, as represented by a Ph.D. programme, is significantly greater than would be implied by the data based on US experience in production and employment of Ph.D.'s in librarianship.

PROFESSIONAL (MLS or BLS) LIBRARIANS

Past and Present

Figure 1 lists the estimated number of people presently in library positions, categorized by type of institution and by level of education, for Ontario and for Canada as a whole. Some of the numbers are very uncertain, but the notes associated with this figure summarize the data on which they are based. Figure 2 graphically shows the pattern of growth which Figure 1 and other data imply for the total number of librarians in Canada. The past several decades have shown a consistent growth rate of about 4% per annum. Comparable data show that the growth in numbers of librarians in the United States has been at nearly 5% per annum for the last three decades.

FIGURE 1

ESTIMATED NUMBERS OF STAFF IN VARIOUS CATEGORIES
LIBRARIES IN ONTARIO AND CANADA, 1971/72

ONTARIO

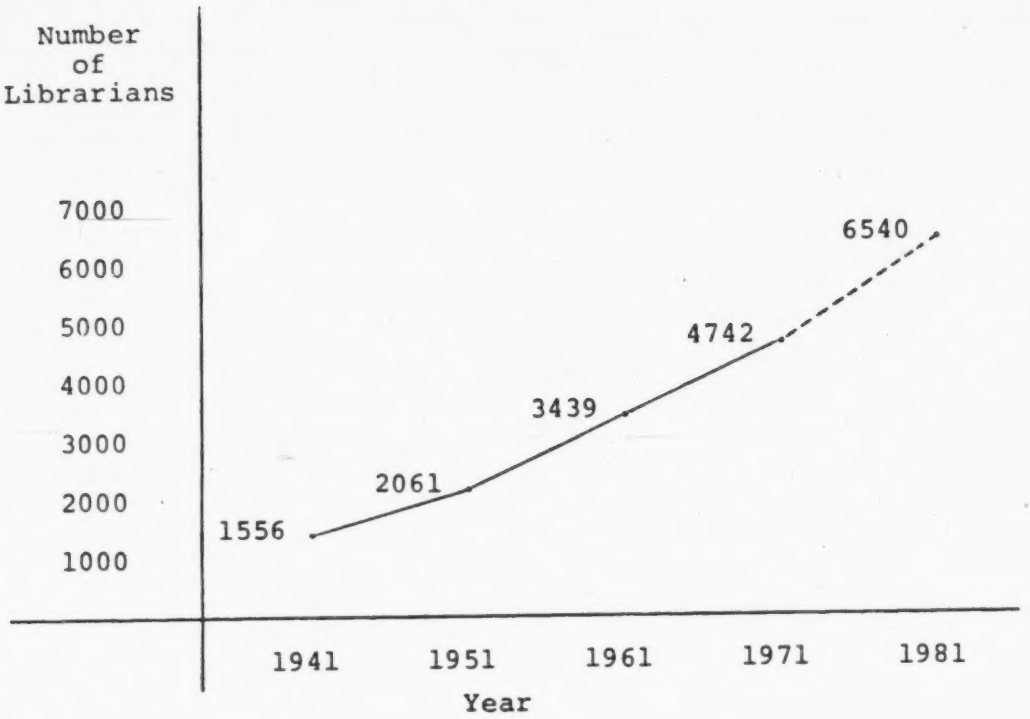
Type of Institution	Notes	No. of Instit.	Level of Education						
			PhD	MLS, BLS	BEd & Cert.	BEd	LTA	Clerical	Total
Univ. & College	1	26	3	680				2410	3093
Other Post-Second.	2	83		150				350	500
Library School	3	3	10	45	5			15	75
LTA School	3	11		11					11
Public Library	4	300		665			230	1945	2840
School Library	5	2104		104	550	2287	62		3003
Special Library	6	233	6	400				400	806
Gov'tal Library	6	200		400				800	1200
Total			19	2455	555	2287	292	5920	11528

CANADA

Type of Institution	Notes	No. of Instit.	Level of Education						
			PhD	MLS, BLS	BEd & Cert.	BEd	LTA	Clerical	Total
Univ. & College	1	46	5	1550				5500	7055
Other Post-Second.	2	206		350				650	1000
Library School	3	13	15	71	10			30	126
Public Library	4	900		1350			500	4150	6000
School Library	5	8500		300	1500	6000	180		7980
Special Library	6	325	13	600				600	1213
Gov'tal Library	6	265		500				1000	1500
Total			33	4742	1510	6000	680	11930	24895

FIGURE 2

TOTAL NUMBER OF PROFESSIONAL (MLS & BLS) LIBRARIANS IN CANADA



Notes

(1) Notes from a draft study of Canadian Library manpower listed: 1941 (1556 librarians), 1951 (2061), 1961 (3439)

(2) Figure 1 (above)lists 4742 for 1971/72

(3) Projection of 6540 by 1981 is based on apparent growth rate of about 4% per year.

(4) In 1940, there were 244 members of ALA in Canada; in 1970, there were 1025.

Future

If the 4% growth rates were to continue for the next decade, the number of occupied library positions would be about 6500 in 1981. However, several factors have introduced changes which affect the picture of Figure 2:

-- The market (i.e., available job openings) has shown a significant decline in the past two years.

-- The Library Technician grade (LTA) has begun to absorb some professional level positions

-- Overall Canadian and Ontario population growth has slowed from the former rate of 3% to less than 2% per annum.

-- The mix of educational alternatives, in Ontario at least, is being planned to place an increasingly larger proportion of students in post-secondary institutions (such as CAATs) other than universities and colleges--institutions which tend to have fewer librarians per student population.

-- The rate of growth of the student population in Ontario institutions of higher education is expected to decrease steadily from the present 10% per annum to 5% per annum by the end of the decade.

Figure 3 therefore presents a range of projections exhibiting the effects of several possible assumptions concerning growth rates of professional library positions.

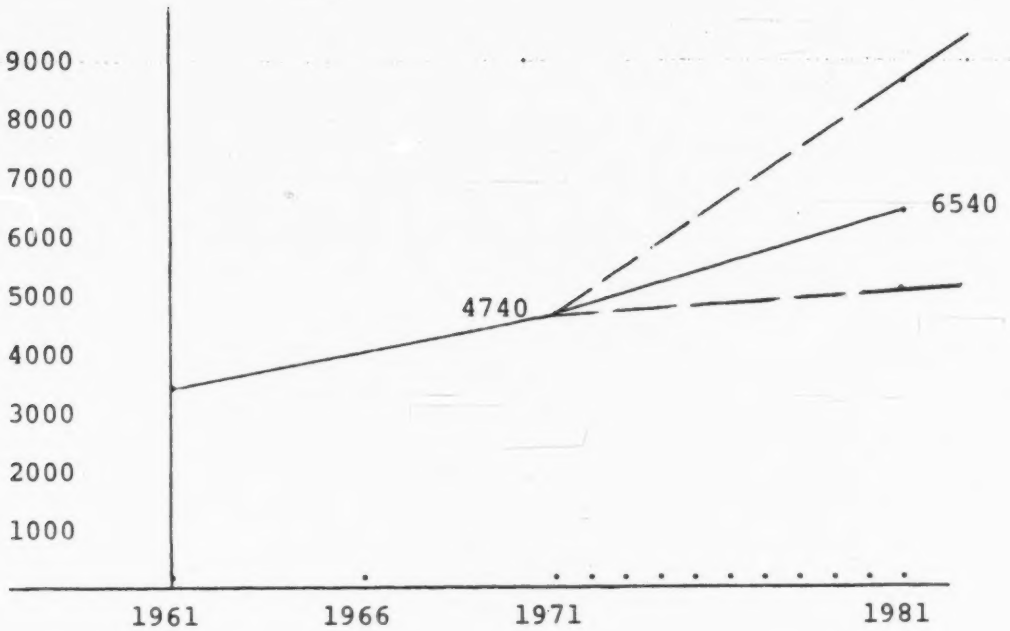
Professional Education Programmes

Figure 4 lists the various library education programs in Ontario and Canada. They fall into five categories: Ph.D., accredited MLS or BLS, other MLS or BLS, B.Ed. (plus certification), and LTA.

Figure 5 presents a summary by decade and year (from 1962 to 1980) of the graduation of librarians, for the three Ontario schools and for Canada as a whole. Figure 6 provides comparable data for the United States.

FIGURE 3

POSSIBLE GROWTH RATES FOR PROFESSIONAL STAFF



Alternatives:

1981 Library Population		Annual Growth Rate 5%	4%	3%
Percentage of Professional Staff	25%	7700	7000	6400
	20%	6200	5600	5100

FIGURE 4

LIBRARY EDUCATION PROGRAMMES

IN ONTARIO

Institution	Number of Faculty		Level of Programme				
	Full	Part	PhD	MLS		BEd	LTA
				Accred	Non-Accred		
Ottawa	6	7			X		
Toronto	21	15	X	X			
Western Ontario	21	9	X	X			
Queen's Faculty of Education	1					X	
Toronto Faculty of Education	3					X	
Western Ontario Faculty of Ed.						X	
Algonquin CAAT							X
Cambrian CAAT							X
Fanshawe CAAT							X
Lakehead University School							X
Niagara CAAT							X
Ryerson Polytechnical							X
Ste. Clair CAAT	2						X
Seneca CAAT							X
Sheridan CAAT							X

Sources: American Library Directory, 1970/71
Curricula Vitae
Letter from Dean at Ottawa indicates the temporary closing at that school

FIGURE 4 (Continued)

LIBRARY EDUCATION PROGRAMMES
IN CANADA OUTSIDE ONTARIO

Institution	Number of Faculty		Level of Programme				
	Full	Part	PhD	MLS-BLS		BEd	LTA
Alberta (Edmonton)	7	2			X		
British Columbia	10	5		X			
Dalhousie	4	2		X			
McGill	8	8		X			
Montreal	9	6		X			
Collège d'Enseignement	4	1				X	
Trois Rivières						X	
Red River, Winnipeg							X
City College, Vancouver							X
S. Alberta IT, Calgary							X
Saskatchewan IAAS							X
Maisonneuve, Montreal							X
Sainte-Anne de La Pocatière							X
Rouyn							X
Jonquière							X
Ste-Thérèse							X

Source: American Library Directory 1970/71

Figures 2 and 5 together provide a basis for estimating attrition, since a production of 3000 MLS and BLS graduates in the decade 1962-71 resulted in a net growth of only 1300 in the same period. Of those graduates, about 800 were MLS of which some percentage were previous holders of the BLS. If that duplication is estimated at 25% (i.e., 200), there remains a net of 1500 librarians lost to the profession for an attrition (over the average of 4000 librarians during the period) of less than 4% per annum. The United States data of Figure 6 shows production of 53,000 MLS or BLS; there was a growth of 25,000 (from 40,000 to 65,000), for an attrition of 28,000, a rate of about 5% per annum over the average of 52,500 MLS librarians. Data on the distribution of librarians, by years of experience (as reported in a survey of salaries made by ALA in 1970), and on the percentage of MLS graduates which go into non-library work (as reported in 1972) tend to support an attrition rate of about 4% to 5% as reasonable.

Figure 7 presents projections of enrolments and graduations made by the three Ontario schools and estimated for other Canadian MLS-BLS schools, together with the projected needs based on a growth at 4% and an attrition at 4% per annum. These data imply that, even if the past rate of growth were to continue, the projected rates maximum of graduation would significantly exceed the likely market needs.

On the other hand, the enrolments experienced in 1972 are considerably less than those that had been projected, implying that the future rates of graduation will be less as well. Furthermore, th enrolment projections were intended to represent maxima for planning purposes, not expected actuals.

FIGURE 5

LIBRARY GRADUATES

Period	MLS & BLS Graduates				
	Ottawa	Toronto	Western Ontario	Other Canada	Total
42-51					
52-61	40	600		360	1000
62-71	500	1500	370	630	3000
62-3	31	87			230
63-4	39	105		112	290
64-5	39	104		185	328
65-6	27	153		156	336
66-7	60	183		134	377
67-8	67,65	192	32	189	480
68-9	67	234	e 42	267	610
69-70	e 76	231	e 128	230	665
70-1	e 81	42	e 157	240	520
72-81					6310
71-2	e 79	109	e 140	252	e 580
72-3		p 131	p 166	p 250	p 557
73-4		p 145	p 166	p 250	561
74-5		p 149	p 166	p 250	565
75-6		p 158	p 166	p 250	574
76-7		p 165	p 166	p 250	581
77-8		p 165	p 166	p 250	581
78-9		p 165	p 166	p 250	581
79-80		p 165	p 166	p 250	581
80-1		p 165	p 166	p 250	581

e - estimated

p - projected

FIGURE 6

GRADUATION IN THE UNITED STATES

Period	Graduates			
	Ph.D.	MLS	BEd	LTA & BA
42-51	e 100			
52-61	e 120	e 18,000	e 3,000	
62-71	e 200	e 53,000	e 10,000	
62-3	17	2,825		
63-4	13	3,227		
64-5	12	3,834		
65-6	19	4,558		
66-7	21	5,190		e 300
67-8	25	5,979		e 500
68-9	17	6,932		
69-70	e 25	e 7,000		
70-1	e 25	e 7,000		
71-2	e 25	e 7,000		

Sources

(1) For 62-71; Bowker Annual 1972, United States Statistical Abstract

(2) For 52-64; National Inventory of Library Needs, pages 70, 71

(3) ALA Salary Survey, 1970

FIGURE 7

PROJECTED ENROLMENTS AND GRADUATIONS

ENROLMENT (MLS & BLS)

Schools	71	72	73	74	75	76	77	78	79	80
Ottawa	100	100								
Toronto	110	300	400	400	420	440	440	440	440	440
Western Ontario	172	164	190	190	190	190	190	190	190	190
Other Schools	250	300	300	300	300	300	300	300	300	300
Estimated Total	632	864	890	890	910	930	930	930	930	930

GRADUATION (MLS & BLS) (1)

Schools	71	72	73	74	75	76	77	78	79	80
Ottawa	81	79								
Toronto	42	109	131	145	149	158	165	165	165	165
Western Ontario	198	140	166	166	166	166	166	166	166	166
Other Schools	240	252	250	250	250	250	250	250	250	250
Total	561	580	567	565	565	574	581	581	581	581
Estimated BLS-MLS Duplication	-50	-50	-50	-50	-50	-40	-30	-20	-10	
Net Addition	511	530	507	511	515	534	551	561	571	581

NEED (MLS & BLS)

	71	72	73	74	75	76	77	78	79	80
Growth @ 4%/year	200	210	220	230	240	250	260	270	280	290
Attrition @ 4%/year	200	210	220	230	240	250	260	270	280	290
Total	400	420	440	460	480	500	520	540	560	580

(1) These data are derived from estimates made to represent planning maxima. Actuals are expected to be significantly less.

PH.D. LIBRARIANS

Present

The number of librarians with a Ph.D. as shown in Figure 1, is based on curricula vitae (for Toronto and Western Ontario) and on limited data for others. With respect to special librarians, in particular, there are the data from a salary survey made in 1970 by the Special Libraries Association. Of a sample of 3594 (out of 5975 total members of SLA), 119 had Ph.D.s (most in a subject field). Since 226 of the sample were in Canada, it is not unreasonable to estimate, if the ratios implied by the sample are extended to the total number of members of SLA, that about 13 special librarians in Canada hold the Ph.D. With respect to the estimates of Ph.D.'s in university and college libraries, a survey of United States Ph.D.'s in librarianship suggests that half were in academic positions in library schools and half were in professional library positions. Again, it is not unreasonable to estimate that Canadian experience would be similar.

Future

There are no historical data to indicate the likely future growth in positions for Ph.D.'s in Canadian libraries (whether in subject fields or in librarianship). Denis and Houser made some projections of possibly available positions during the next decade, extending the guesses of a prior study by the "Committee to establish guidelines for Canadian doctoral programmes". The projected need varied from 75 to 100, including positions presently held by MLS-BLS as well as future new positions. All in all, the results seem very inconclusive as a basis for estimating a likely market.

Perhaps the United States experience can provide some bench marks. Ph.D.'s (including those both in librarianship and in subject fields) in the United States average about 0.5% of the total number of librarians and 0.75% of those not in school libraries. Projecting this performance to the Canadian context would imply a present possible

market of 35 (0.75% of the 4742 MLS-BLS librarians) and a future growth to a total of about 50. A second means of calibration can be found in data from the 1970 ALA salary survey, which showed that about half of the persons with doctorates holding library positions were in library schools. Given the total number of faculty positions in the United States, about 25% have doctorates compared with the 21% in Canada.

If this United States picture is at all indicative, there is an immediate market for about 5 Ph.D.'s, primarily on library school faculty, with a growth of 20 over the next decade to a total of about 50.

CERTIFICATED LIBRARIANS AND LTA's

Positions in school libraries are primarily filled by B.Ed.s with some degree of advancement toward a certificate in school librarianship. MLS-BLS graduates seem to be used primarily in supervisory postions, at the level of school systems. Nothing in the available data suggests that this picture will change as far as the proportion and postion of MLS-BLS graduates in concerned.

On the other hand, there is considerable evidence that the proportion of LTAs in all library work will increase. The LTA is viewed by many as the level of education appropriate for the production work in technical processing. In the United States as well as Canada, the number of programmes training LTA's has rapidly increased, with obvious expectation that their graduates, increasing in numbers at an even greater rate, would find ready employment.

Unfortunately, however, there are no data, either historical in Canada or comparable in the United States, on which to base estimates of the number of positions which should become available for LTAs during this coming decade.

LIBRARY SCHOOL FACULTY

Given the estimates of Figures 7, one can make projections of the necessary faculty levels for production of graduates at each of the levels of library education (Ph.D., MLS-BLS, and LTA). To do so, certain assumptions must be made concerning faculty loads, time spent by each category of student, and rates of attrition during training:

	Ph.D.	MLS	LTA
Faculty Load (per FTE)	4 candidates	10 candidates	20 candidates
Time spent	3 academic years	2 academic years	1 academic year
Attrition	33%	10%	33%

For example, to calculate the number of faculty FTE for a Ph.D. programme, the ratio of one FTE faculty to four FTE doctoral students would be used. However, a typical teaching load for a faculty member directing Ph.D. students would be a seminar, and an MLS-oriented course, in addition to the dissertation supervision for two Ph.D. candiates. Therefore, the calculation of the number of faculty who must be qualified to guide Ph.D. work should be based on twice the number of FTE.

If we assume a roughly linear growth rate in each of these categories, Figure 8 presents the resulting production and necessary faculty levels to achieve it. The United States experience implies that a faculty level in MLS schools in Canada of 100 in 1980 will include about 25 who will have Ph.D.'s, an increase of 10 over the present 15. The projected graduation of 22 Ph.D.'s should cover that growth plus an additional 12 to cover attrition of the present Ph.D. population at 4% per annum.

FIGURE 8

PRODUCTION VERSUS ENROLMENT

Graduation

	71	72	73	74	75	76	77	78	79	80
Ph.D.				2	2	3	3	4	4	4
MLS	415	435	455	475	495	515	535	555	575	595
LTA	200	300	400	500	600	700	800	900	1000	1100

Enrolment

	71	72	73	74	75	76	77	78	79	80
Ph.D.	2	5	9	12	15	16	18	18	18	18
MLS	632	700	750	770	820	860	900	930	950	950
LTA	300	450	600	750	900	1050	1200	1350	1500	1650

Faculty Needed to Provide Level of Education

	71	72	73	74	75	76	77	78	79	80
Needed Ph.D. faculty	1	3	5	6	8	8	9	9	9	9
FTE Ph.D. faculty	½	1½	2½	3	4	4	4½	4½	4½	4½
FTE MLS faculty	63	70	75	77	82	86	90	93	95	95
FTE LTA faculty	15	23	30	38	45	53	60	68	75	83

Notes for Figure 1

(1) The estimates for University and College Librarians were derived from the following sources of data:

(1) Canada Year Book, 1970-71,
(2) Canada Statistics, 1970-71,
(3) CACUL Budgets, 1969-70, 1970-71, and 1971-72.

In summary, the available data are as follows:

	66/7	67/8	68/9	69/70	70/1	71/2	Estimate
Ontario							
Institutions			26	27	26	10	26
Prof. Staff				612	654	555	680
Total Staff							3090
Canada							
Institutions	79	79	79	73	108	46	110
Prof. Staff			1303	1417	1537	1450	1550
Total Staff			4401			6124	7050
Sources	1	1	1	1	2	3	

CACUL divides 46 universities and colleges into three categories:

(I) enrolment greater than 5000 (8 campuses),
(II) enrolment between 1500 and 5000 (13 campuses),
(III) enrolment less than 1500.

Apparently other sources of data separately count various colleges which are part of a university for totals of 79 (or 73). The figure of 108 institutions now includes those with enrolment of less than 100 students.

Group I: Alberta, UBC, McGill, Manitoba, Montreal, Saskatchewan, Toronto, Western Ontario.

Group II: Calgary, Carleton, Dalhousie, McMaster, Memorial, New Brunswick, Ottawa, Queen's, Sir G. Williams, Victoria, Waterloo, Waterloo Lutheran, Windsor.

(2) "Other Post-Secondary" institutions include Colleges of Applied Arts and Technology (CAAT), technical institutes, teacher's colleges (less than 4 year), nursing schools, etc. The estimates were derived from the following sources of data:

(1) Canada Year Book, 1970-71,
(2) Canada Statistics, 1970-71.

In summary, the available data are as follows:

	66/7	67/8	68/9	69/70	70/1	71/2	Estimate
Ontario							
Institutions			33+	39	43		80
Prof. Staff							150
Total Staff			122+				500
Canada							
Institutions			230	99	144		230
Prof. Staff				154	242		350
Total Staff	79+	182+	400+				1000
Sources	1	1	1	2	2		

(3) Library school and LTA school data are presented in detail in Figure 5, as derived from the following sources:

(1) American Library Directory, 1970-71
(2) Memo from Ontario Department of Education
(3) Summary of a Survey of Library Technician Training Programmes, Canadian Library Association, February 1971
(4) Curricula Vitae from the three Ontario Library Schools.

In summary, the data from Figure 5 are as follows:

	Total	Ph.D.		MLS-BLS		Total	Estimate
	Instit.	Full	Part	Full	Part	Faculty	(Full Only)
Ontario		3+7	3+1	18+14	6+14		
Accred. MLS-BLS	2	10	4	32	20	66	42
Other MLS-BLS	1			6	7	13	13
B.Ed. Certification	3						5
LTA	9						11
Canada							
Accred. MLS-BLS	6					121	76
Other MLS-BLS	2					19	10
B.Ed. Certification	5						10
LTA	19						21

The Data in Figure 1 present only full-time faculty, under the assumption that part-time faculty are presented elsewhere.

(4) Public library data are derived from the following sources:

(1) Canada Year Book 1970/71
(2) Canadian Statistics 1969, 1970
(3) Memo from Donald Cook (Public Librariés in Ontario 1970)
(4) Draft report on Library Manpower
(5) Summary Report on LTA Training.

Notes for Figure 1 (cont'd)

	66	67	68	69	70	71	72	Estimate
Ontario								
Institutions			266	291	347 672			300
Prof. Staff				561	665 70			665
LTA Staff				84	123 2097		230	230
Total Staff				2095	2743			2830
Canada								
Institutions	890	855	716	717	732 1126		900	900
Prof. Staff			970	997	1020	1040		1350
LTA Staff				454	350			500
Total Staff	3538	3838	4348	4412				6000
Sources	1	1	1,2	2,3	2,3	3	4,5	

Total number of institutions does not include branches although staff figures do. In report on Public Libraries in Ontario, Staff are classified by "Certificates": A (34), B (631), C (67), 2 (28), 1 (28). For Ontario 1970, total staff is estimated from salary budget ($22 million) at average of $8,000.

Canadian Statistics for Ontario in 1969 lists total operating budgets of only $27,889,000; the report on public libraries in Ontario in 1969 lists $30,800,000 (15% more).

(5) School library data are exceptionally sparse and difficult to evaluate. Sources:

(1) Canada Year Book 1970/71
(2) Memo from Cook "School Library Situation"
(3) "School Libraries in Canada, 1971", Canadian Library Journal, V29 (2) March-April 72
(4) LTA Training
(5) Letter from Doris P. Fennell, Ministry of Education.

Notes for Figure 1 (cont'd)

	66/7	67/8	68/9	69/70	70/1	71/2	Estimate
Ontario							
Institutions			2104				2104
MLS-BLS Staff					104		104
B.Ed. Staff					2620		2620
LTA Staff					62		62
Canada							
Institutions	3271	5188	6451		8500		8500
MLS-BLS Staff					9%		300
B.Ed. Staff							7500
LTA Staff							180
Sources	1	1	1		2,3,4		

(6) Special Library and governmental library data are very sparse. Sources used:

(1) Directory of Special Libraries, Toronto and Ontario West of Ottawa (Lists 233 libraries)
(2) "SLA Salary Survey, 1970", Special Libraries July/August 1970, V61 (6), Pages 333-348.

	66	67	68	69	70	71	Estimate
Ontario							
Institutions						433	433
Prof. Staff							803
Total Staff							2003
Canada							
Institutions						590	590
Prof. Staff							1105
Total Staff							2705

Of a sample of 3594 of the 5975 members of SLA, 226 were in Canada.

Notes for Figure 5

(1) Estimates for decades from draft report on library manpower (from census statistics).

(2) Estimates for 1962-69 from R.B. Land, "Recent developments in education for librarianship in Canada", Library Association Record, V72, No. 4, April 1970, page 143.

(3) Estimate for 1969-72 from R.B. Land, informal communication, 16, May 1972.

(4) Estimates for 1966-71 confirmed (or corrected) from assessment reports on graduations provided by Ottawa and Western Ontario. The discrepancies between Land's estimates and Western Ontario's figures may be explained by the year in which figures are recorded. Those between Land's figures and Ottawa's are not clearly identifiable. (see also (7) below)

(5) Letter from Paul Hagen, Dean of Graduate Studies, University of Ottawa, to M. A. Preston, 1 May 1972 reports decision "to reduce, for the present, the activities of our school".

(6) University of Western Ontario enrolment projections.

(7) June 1972 report from University of Ottawa lists graduates:

70	71	72
76	98	76

(8) Estimates for B.Ed. certification.

(9) Estimates for LTA.

Deleted in revision.

IV. EVALUATION OF PROGRAMMES

OVERALL EVALUATION

At present, the programmes for the preparation of library personnel in Ontario are represented by the library schools at the University of Toronto and the University of Western Ontario.[1] Training other than professional education is available in the programmes for school librarianship offered by OISE and elsewhere, and by nine technician training programmes offered primarily in the CAATs.

It appears to this Committee, in view of current economic conditions and the changes in Education and Librarianship suggested in Section I, that the present two programmes will be sufficient to meet the needs of the current job market and of all reasonable projections of need for the next five years. The extensive facilities and the size of the faculties, particularly at Toronto, are adequate to handle a considerable increase in students seeking the professional qualification. The need is not really for more schools, but rather for strong programmes, and it would appear wiser to build upon (and expand if necessary) the existing programmes than to start from zero to develop respectable academic programmes of professional education.

The apparent contradiction between the one view (that heavier and more demanding use will be made of library services in the coming years), and the other (that additional schools are not needed to meet these demands) is explained by the trend toward the use of supportive staff to supplement professional personnel in the libraries in North America. The likelihood seems to be that there will be a slow increase in the ratio of non-professional staff in libraries of all kinds, and that this development will require better-qualified personnel at both the professional and the non-professional levels. While it is not anticipated that there will be a large increase in the number of professional staff in libraries, neither is it expected that there will be a reduction in the total number

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[1] The programme at the University of Ottawa (not now enrolling any new students) will contribute a few graduates in the next year, primarily for libraries serving the French-speaking in Ontario and Quebec.

of professional librarians needed. The responsibilities of the librarians will be more demanding, but many of the semi-professional tasks now performed by them will be turned over to supportive staff.

This probable development carries implications for the preparation of personnel at both levels. Concerning the non-professional levels, this Committee did not directly examine the programmes of training for the Library Technical Assistants now offered in the CAATs. However, a survey of the literature and of the evidence afforded by comparable programmes in the junior colleges in the United States suggests that the major need at this level will be less one of proliferation of programmes and more one of re-evaluation and rationalization of those programmes that already exist.

More important to the task before this Committee is the implication for professional education. The existing professional programmes at the University of Toronto and the University of Western Ontario, while good by present-day standards, must prepare now to upgrade and strengthen their professional rather than their vocational aspects. New Standards for Accreditation are now in effect (approved by the Council of the American Library Association in June 1972), and both schools, if they wish to retain the accredited status of their master's programmes, will have to plan for a revisit of the Committee on Accreditation within the next five years. This re-evaluation will be based upon the new Standards which themselves have been upgraded to reflect the move toward sharper definition of professional and non-professional responsibilities.

UNIVERSITY OF OTTAWA

The threatened complete disappearance of the University of Ottawa's Library School served to concentrate the attention of this Committee on the likely consequences of such a closure, from the viewpoint of Canadian librarianship in general and librarianship in the Province of Ontario in particular. The most significant of these consequences seem to be as follows:

1. The Province's three university library schools will be reduced to two.

2. The fine libraries and collections of the capital city will, to a great extent, be lost as an educational resource for the Canadian library profession.

3. Similarly, the potential use of senior and distinguished Ottawa librarians, as visiting specialist lecturers, will also, to a great degree, be lost to professional education for librarianship.

4. The Province loses its only bilingual Library School.

5. The Ottawa Library School's unusually strong collection of French language library science materials will be lost to professional education for librarianship.

6. One means of providing readily accessible training in librarianship for employees of the Federal libraries will be lost.

Comment will now be made on each of these matters in turn.

1. Reduction from 3 to 2 library schools. In quantitative terms the loss is not so serious as it may at first seem. With the present contraction of the market for library school graduates it may indeed turn out to be a short-term advantage if the annual provincial output of such graduates is reduced in this way. In the long-term, the Toronto School, and probably the Western Ontario School, too, have potential for considerable expansion, if such expansion within the province should be necessary.

From a qualitative point of view the loss of the School as it has been in the past would not appear to have very serious consequences for Canadian librarianship: it has been unsuccessful on a number of occasions in reaching the standards required for accreditation, and this Committee's general assessment of the School, as it was up to the time of the recent decision to close it down, was not favourable.

In general, the conclusion must be that the reduction from 3 to 2 library schools is not in itself a serious matter, except perhaps with respect to the education of bilingual librarians, as discussed in 4 below.

2. The Utilization of Ottawa's Library Resources. The concern over the loss of access to the rich library resources in Ottawa would be more convincing if the school had actually made use of them. Apparently it has not, although it might have done so had the plans for expansion and improvement under the direction of Mr. Havard-Williams worked out. As it is, the resources of Ottawa are yet to be used to the full in library education, and the simple retention of the existing programme at the University of Ottawa is not likely to change that picture. However, the value of these resources is still great and every effort should be made to utilize them to the full in the professional education of librarians. Much benefit could be gained if the Toronto and Western Ontario Library Schools would effect arrangements with the University of Ottawa whereby students could take courses in Ottawa in which specialized Ottawa library resources would be of particular value. It has been suggested that the universities of Ontario might establish a "Center for Continuing Education" at Ottawa, and the suggested arrangements might well provide a base for such an establishment. An additional role for Ottawa libraries of special distinction could be the systematic provision of in-service training for students and practitioners needing working experience of the specialist resources in question.

3. The Use of Specialist Ottawa Librarians as Visiting Lecturers. The cooperative arrangements suggested above would provide the means of associating specialist Ottawa librarians with professional education, by utilizing their services as part-time lecturers.

4. A Bilingual School. The programme of library education at the University of Ottawa has not been bilingual in any real sense: the courses were conducted primarily in English, and the library collection - one of the two best French language collections in the librarianship in Canada - is eighty percent English language material. While the importance of a bilingual school is not under-rated, there is a shortage of hard, factual information on exactly what the nature and scale of the need is. A thorough survey of the bilingual situation, in the full Canadian context, should be a prerequisite to any major action on this matter.

5. The Ottawa French Language Library Science Library. If the proposed cooperative programme recommended above is offered, or if the University of Ottawa should, some time in the future, establish a new school of librarianship, this library should certainly be maintained to serve them.

6. Training for Federal Library Employees. Although the service function performed for employees of the Federal government by a school located in Ottawa is a real one, there is nothing in the programme which has been offered at the University of Ottawa to suggest that it was designed to meet this need by anything more than location. The number of Federal employee participants has in fact been very small.

Post-qualification, Specialist Training Courses. The National Librarian described his need for a team of people with very diversified specialist qualifications. Similar types of need are no doubt experienced in other libraries. Such expertise is not appropriately obtained at the basic training, M.L.S. stage, but is best acquired by special intensive courses, often of relatively short duration, and designed for qualified, experienced librarians. Presenting this type of course could well be another function of the proposed cooperative arrangements, particularly in areas of study in which there would be benefit from the availability of Ottawa's distinctive resources.

UNIVERSITY OF TORONTO SCHOOL OF LIBRARY SCIENCE

General. The Toronto School has a long history and has played a major role in the Canadian professional education scene. A measure of its significance is the statistic, quoted by Dean Land in the School's Ph.D. proposal, that more than 2,300 librarians, or more than 45% of all the new librarians graduated in Canada in the period 1931-1969, have been produced by Toronto. Amongst these have been many of the leaders in all the principal branches of Canadian librarianship. The School is currently making a successful transition from a one-year B.L.S. course to the two-year M.L.S. which has been agreed upon as the future basis for professional education for librarianship in Canada. The appointment

of Dr. Halpenny, with her bibliographical knowledge and reputation, brings a new dimension to the school's programme. With 204 full-time and 111 part-time students and 21 full-time staff, the school is at this time of a viable size and there is plenty of scope for expansion should it be required. It is clearly very active in counselling and placement and closely monitors the general employment situation. Its careful annual records of the employment of its graduates and of the Canadian library job market have proved particularly valuable to this Committee.

A survey of the full time faculty at Toronto indicates a teaching load of from 9 hours to 19.5. The average load at Toronto for full time people would seem to be between 12 and 13 hours.

Supportive Resources. Pride of place must be given to the magnificent new building - possibly the finest Library School building in the world - which not only provides a most impressive range of educational facilities for the present student body, but is capable of accommodating up to 400 students, should further expansion be required. Its data processing and instructional media facilities are excellent by any standards and its library comprises a very strong library science collection, adequately accommodated and well staffed.

The city of Toronto offers a rich variety of libraries of all types, and is also the book-trade and publishing centre of English-speaking Canada. The University library itself, with its vast new building, should be a very important resource for the operation of a graduate Library School.

It would appear that the School is equitably treated by the University in the allocation of graduate scholarships to those following the M.L.S. course (currently 41 such scholarships are held by students of the School).

Attitude of the University Administration. Tangible evidence of the support given to the School is the new building and the generous scholarship support, both referred to above, and the generous scale of staffing. The latter is presumably linked to the expected Ph.D.

development, since Mr. Forster, the Provost, stated that staffing is excessive in relation to the present programmes. He nevertheless expressed the view that if the Ph.D. programme was funded the School would probably require two or three more staff. The general impression is that the School is very solidly based for its M.L.S. programme and from our interview it appeared that the university administration endorses a Ph.D. programme and would support it adequately. However, a later communication from the Dean of Graduate Studies implies that the addition of new faculty would depend upon enrolment increases as they occur in the Ph.D. programme, and that increased general university support is uncertain.

Relationship with Other Departments and Disciplines. The Ph.D. proposal recognizes the importance to library science of inter-disciplinary studies and states that M.L.S. students have taken courses for credit in a wide range of graduate departments. Over what period of time this applied and to what extent it is common practice is not clear. The new M.L.S. programme also allows up to two half-course electives in other departments. In discussions with Dean Land and Faculty no impression of strong links or involvement with other departments emerged. For example, the strong resources available in computer sciences in the university have not been exploited.

Faculty. So far as can be ascertained from Curricula Vitae, the Faculty's special subject background at Bachelor's or Master's level covers a fairly wide range: Arts and Science 2, Arts 1, English 5, History 4, Economics/Business 1, Political Science 1, Economics 1, Modern Languages 2, Physics 1, Chemistry and Mathematics 1, Pre-Medical 1.

All Faculty members hold at least an M.L.S., except for two with a Toronto B.L.S.; six hold subject Masters' degrees (2 English Literature, 1 History, 1 Business, 1 Political Science, 1 Physics) and seven hold the Ph.D. in Library Science.

Curricula Vitae reveal that the Faculty are outstandingly active in professional affairs, at local, provincial and national levels. In this way they are undoubtedly exercising very considerable professional

leadership. Furthermore, many of the Faculty have very strong operational experience as successful practitioners at a senior level. Links with and respect from the "Field" should be very strong.

The research record of the Faculty is, however, not impressive. From a staff of this size, with good professional qualifications and experience, it would be reasonable to expect at least a small number of outstanding contributions and a good number of solid, substantial works. Perusal of the publications lists in the last three annual reports shows a heavy preponderance of run-of-the-mill publications, unlikely to be of more than passing interest, with no more than two or three publications of real substance; and the life-time publications lists do not significantly alter this impression. More will be said on this matter under the heading Research.

The full-time staff, supplemented by the extensive and impressive list of part-time faculty drawn from local libraries, are certainly adequate and competent to teach the present M.L.S. programme. There appears, however, to be no full-time staff provision for historical and descriptive bibliography, and there is apparently no great strength in classification and indexing. Many faculty members have held senior operational positions and there is considerable strength and potential in the library administration and management areas.

Students. Dean Land expressed the opinion that librarianship is not getting a proportionate share of the best graduates, but he went on to say that the academic level of applicants to the Toronto School had been improving over the last eight years or so, possibly because of employment prospects. The Toronto report for 1970/71 reports 13 students with advanced degrees. Nevertheless, the 1971/72 student body is still composed of a majority of students with 3-year degrees, a very small number with Honours degrees, a very small number with first-class standing in either case, and only 11 who appear to have done some graduate work. Preliminary reports of 1972/73, however, suggest that the number with Honours degrees has substantially increased.

M.L.S. Programme. The School's new two year (four-term) M.L.S. programme commenced in September 1970. Students elect 50% of their courses, the other 50% being required, most of the latter being courses carried out in the first year, and comprising the core of subjects with which every practising librarian should be acquainted. Included in the electives are a half-course of Directed Field Work and a research project which stands in lieu of two half-courses. Each first year student is also required to solve a set of computer programming problems, but this element is not fully integrated into all the relevant parts of the curriculum, tending to stand on its own.

The wide range of electives enables a student either to select a cluster of related courses - e.g. in school libraries and work with children - or to cover a broad range of librarianship topics. Up to two relevant half-courses in other graduate departments may be taken; in appropriate cases certain undergraduate courses in other departments may also be taken.

As a first professional qualification the Toronto M.L.S. is sound in conception and covers an appropriate range of library science courses. Its required core course should ensure that all successful students have an adequate grounding in basic general principles; its range of electives is comprehensive and gives a wide choice for second-year work.

However, a weakness of the programme is the failure to balance the strength of the basic programme in library skills and techniques with equal strength in some of the areas dealing with broader theoretical aspects of study in the library field.

Research. The Toronto papers show research grants to a total of $219,000. Of this amount, however, $147,000, including the only really significant grant (Campbell's $110,000), goes to part-time members of Faculty. A further $14,000 is made up of relatively small-scale internal grants from the University of Toronto to individual Faculty members, which though important and welcome do not amount to really significant

research support. If grants which appear to be in support of Ph.D. studies by Faculty members are also excluded, what is left amounts to about $30,000, which is accounted for by grants to three Faculty members only - Professors Forgie, Kurmey and Schabas.

For a School of this size the on-going research programme appears to be very small. If the strength of a department can be measured by its success in attracting substantial funding from outside, (as was suggested by one senior university administrator - not of Toronto), then the Toronto School has still a very long way to go.

Interviews with members of the Ph.D. Committee did not give an encouraging impression of dynamic research attitudes and intentions and no feeling came through of a strong research orientation in the School or of an environment particularly favourable, at present, to substantial research activity. It should be mentioned, however, that several senior and leading Faculty members were unavailable for interview at the time of our visit, so impressions received must be treated with caution. It could also be the case that some of the recent Ph.D.s, now that their doctoral work is behind them, may soon be getting into their stride with research and publication.

In general, the impression is that the research and publication potential of the Faculty as a whole is considerable and promising. What is lacking is a nucleus of experienced scholars with solid research achievement behind them, who could develop in the School the appropriate research attitudes and create an environment in which research will flourish. This situation is certainly not peculiar to the Toronto School and is probably an accurate reflection of the present general state of Canadian library science research.

An essential prerequisite for a significant departmental research programme at Toronto is the availability of substantial funds for library science research. Canada Council now recognizes library science as eligible for research grants and NRCC can make grants for research in Information Science. It is recommended that high priority be given to creating a departmental research programme which will attract the requisite grants and contracts. A Research Committee which includes this sort of

responsibility in its terms of reference in fact exists, but it is understood to be inactive at present.

The Ph.D. Programme. The Toronto School has an approved Ph.D. programme. Also, Toronto has a large, experienced and well-qualified staff and, as already mentioned, the physical plant is outstandingly good. Although Provincial funding for a Ph.D. programme has yet to be approved, the University in fact allowed the School to enrol two Ph.D. students in 1971 and accept three more for 1972.

The Consultants discussed the Ph.D. programme with Dean Land, with the Chairman of the Ph.D. Committee, with all available members of that Committee, and with the two Ph.D. candidates at present in the School. There seemed an uncertainty on the part of the faculty as a whole as to the nature and direction of the proposed doctoral programmes. This seems to suggest that there may have been insufficient involvement of the faculty members in the final decision-making process concerning the present programme and future plans. Whether this derives from a failure of the faculty to respond to the opportunity, or of the director effectively to solicit faculty participation, cannot be determined from the evidence available to this Committee.

Objectives envisaged for the Ph.D. programme included the development of research capability, and the provision of teaching staff for Library Schools, of Senior Administrators, and (though without much conviction) of librarians who would take up research posts. It must be said that no very convincing commitment to research emerged, nor any strong feeling that librarianship needed research-trained librarians because librarianship itself is an area in urgent need of research. Rather, the general attitude was that a Ph.D. programme is a good thing in itself, something to be aspired to, and something for which the main prerequisite was to meet certain standards of support and staffing - such as a suitable number of Ph.Ds on the Library School Faculty. The need to introduce a strong research programme into the School has already been referred to; this would go a long way towards creating an environment more appropriate to Ph.D. work and towards developing in the Faculty a clearer vision of the nature and objectives of a Ph.D. programme.

As the only School which has recruited and admitted students for the Ph.D., Toronto has already gained some experience of the potential demand for Ph.D. places. The two students admitted in 1971 are mature and experienced and appear to be of high calibre. One hopes to become a library school teacher; both particularly wanted to do Ph.D. work in a Canadian environment. There were eight applicants for the next course, some of them very well qualified; the largest single source of applications is the Western Ontario Library School.

Turning to the subject areas in which Ph.D. work is proposed, it is believed that more precise and limited definition is required. The three areas proposed at present - Social Environment and Libraries, Information Resources and Library Collections, and Library Administration - are so all-embracing as to be virtually meaningless for the present purpose. They would give the School a mandate for Ph.D. work in most branches of library science, including some in which the School clearly does not possess the requisite competencies at advanced level. Further work needs to be carried out on the definition of Ph.D. areas and it is worth focusing attention on the obvious strength and potential already possessed by the School in the areas of Public Librarianship, School Librarianship and Library Management and Administration. The Information Science component, although soundly developed at the M.L.S. level, would require strengthening to reach the point at which it could support Ph.D. work.

The general conclusion is that it would be premature to fund a Ph.D. programme for 1972, for the reasons outlined above. A realistic date for the commencement of a Ph.D. programme would possibly be 1974 or more probably 1975, assuming the conditions set out in Recommendation 21 are met.

Continuing Education. The School has sponsored a number of single-purpose workshops, institutes and colloquia but such activity has been in abeyance since 1969 because of pressures associated with the new building and with course changes. There is no special budgeting for such courses and the success of one which was charged for - the MARC Institute -

suggests that there might be considerable financial as well as educational benefit in systematically developing such courses.

There is a summer school on a voluntary rotation basis, but much of the pressure on this is attributable to holders of the B.L.S. working for conversion to the M.L.S.

UNIVERSITY OF WESTERN ONTARIO SCHOOL OF LIBRARY AND INFORMATION SCIENCE

General. Still only in its fifth year of operation, this School has already established a strong and distinctive reputation, has built up a very sizable faculty and student body, and through its unusually heavy emphasis on seminars has made important contributions to library science teaching methods. A successful attempt has been made to break away from the traditional type of teaching and, perhaps more importantly, from the traditional curriculum and traditional ideas of the nature and objectives of library science. After an initial period in which the positions adopted were somewhat extreme, a constructively self-critical approach to methods and objectives can now be discerned; examination of the March 1972 long-term review papers suggests that an amalgam of what is best in the new and what has been proved to be indispensable from the old will emerge as a very strong M.L.S. programme.

Innovative methods, a permanent atmosphere of self-appraisal, and a very elaborate committee system result at Western Ontario in substantial demands on Faculty time and energies. Add to this the extremely demanding nature of the seminar method as practised in the early years and the result is a Faculty with a very heavy - indeed probably excessive - work-load so far as teaching and administrative activities are concerned. For this reason it seems essential that the one term in three which is free from teaching duties should be strictly reserved for research activity.

The literature made available to us, supplemented by our site visit and comments in the Porter Report (page 198) build up a strong impression that students as well as staff are very heavily loaded, though again, there seems to be a full awareness of this and of the need to introduce appropriate changes.

It would appear that the School is moving into a second phase in which the experience gained in its early years will be consolidated, and in which the academic environment will stabilize and provide a firm, sound base for the next stages of development.

Supportive Resources. The School benefited to the full from the expansive financial climate of the 1960s, the time when it came into existence, and very large sums of money have been made available to it. The results of this can be seen in the well equipped printing shop and bindery; in the generous provision of typewriters, audio-visual equipment, etc.; and above all in the very fine collection of early printed books. The University, up to the present, has clearly given very strong financial support to the School, though with economy now in the air the School - in common no doubt with other departments - is beginning to experience relatively lean times.

The School's accommodation, though temporary, makes adequate provision for the various activities which must take place in it. Further reference to the temporary nature of the accommodation will be made below.

Looking at supportive resources in a wider context - that of the total library environment - it is obvious that this School is not in such a richly endowed area as that of Ottawa or Toronto. However, the university library is strong and housed in an impressive new building, and the School appears to have established a close working relationship with it. The School also appears to be active in organizing for its students visits of observation to other North American centers rich in library resources. In this way it can help to counter-balance inevitable deficiencies in the range of libraries available to students in the London area. It is regretted that financial stringency has resulted in cutting back on visits of this type. The School's own library, though naturally still weak in some areas, has already built up an impressive collection, and its use as a techniques laboratory is an important asset for the School.

Attitude of the University Administration. As already mentioned, the initial resources made available to the School were extremely generous. Present attitudes, as revealed in conversations with the

President, the Acting Graduate Dean and the Academic Vice-President are, however, rather more guarded; a fact no doubt not unconnected with present financial conditions. The Academic Vice-President acknowledges a moral commitment towards the School, but the general attitude towards the Ph.D. is at best somewhat neutral.

It is hoped that no special significance attaches to the fact that the School is not in the building programme for the period up to 1980. A more definite and immediate prospect of a permanent building would be a clear demonstration of the University's commitment towards the School.

Relationship with Other Departments and Disciplines. The situation regarding links and associations with other departments is not entirely clear. The Porter Report states that "At present the School is comparatively isolated both academically and physically from the rest of the University." This, indeed, was the general impression gained by the Committee during the site visit. However, the document on the future of the School refers to the possibility of awarding degrees in association with the Computer Science Department, and Dean Cameron spoke of future combined work with that Department. Documents from the School spoke also of cross-listing of a number of courses at the graduate level, and the Ph.D. proposal refers to possibilities of half-courses in English, Sociology, Linguistics, Journalism.

An important association of related disciplines could be brought about by the creation of the Faculty of Information and Communication recommended in the Porter Report, though this does not appear to envisage work beyond bachelor's degree level. The Academic Vice-President, in referring to this recommendation, said that the proposed Faculty would involve an inter-departmental committee, receiving good impetus from the Library School; but the general status of the proposal seems somewhat indeterminate at present.

Faculty. There is a full-time faculty of 21, which seems adequate for the School's present M.L.S. commitments. It is supported by a high quality team of visiting, part-time lecturers, mostly drawn from the ranks of senior local practitioners.

The Dean's paper on "Future Intentions" shows the following distribution of specialized subject background amongst the Faculty: English 3, Modern Languages 2 (possibly 3 or 4), History 6, Fine Arts 1, Mathematics 2, Geology 1, Bacteriology 1, Political Science and Economics 1, Education 1.

The Faculty seem to have unusual strength in advanced subject degrees - eight hold Masters degrees (two in English, two in History, one each in Education, Languages, Political Economy, and one is an M.A.T.); five hold doctorates (in English, Library Science, History of Science, Economics, and Education).

Six Faculty members hold no formal qualification in Library Science, but three of these hold a subject Master's degree and one a subject Doctor's degree; the other two hold bachelor's degrees. Of the rest of the Faculty all hold the M.L.S. except for one Toronto B.L.S., a British F.L.A., and a New Zealand Diploma.

Research and publication of the Faculty are dealt with below under the heading Research.

Participation in professional activity is relatively light - certainly very much below the Toronto level - but individual exceptions to this are Professors Cameron, Fyfe, Dolan, Pendrill, Prodrick and Schulte-Albert.

Several of the Faculty members have strong field experience at a senior level; but some of the younger, more recently recruited lecturers, though looking very bright and promising, are distinctly lacking in operational experience.

The full-time and part-time staff are certainly competent, among them, to cover the various series of courses into which the Western Ontario syllabus is divided (of which more will be said under the M.L.S. Course below.) There seems to be special strength in the areas of bibliographical, resources, and research collections, particularly in the fields of analytical bibliography and rare books. There is a lack of full-time strength in the areas of public librarianship, classification and indexing and certain aspects of administration and

management. Though attempts are being made to strengthen the information science team, its present basis is rather precarious since at least one of its members - and that a key figure (Dr. Tague) - has now left.

Efforts have been and are being made to strengthen the Faculty, and a need for extra staff for administration, information science, and cataloguing is acknowledged in the "Future Intentions" paper. The potential of many faculty members is, however, clearly very good. There seems to be the beginning of some real research; and the future outlook, given appropriate research resources and research attitudes (of which more below), should be promising. Mention should also be made of the fact that Faculty members have every third term free of teaching, which should provide considerable impetus for solid research activity.

Students. An employer of librarians, with wide experience of the graduates of Canada's library schools, said that as a group, Western Ontario's products could be distinguished by their very lively-minded approach to librarianship. Such impressions as it was possible to form during our short visit bore this out. This speaks very well both for the School's methods of teaching and for its selection of students.

A close scrutiny of the Western Ontario student body confirms the statement that Western Ontario admits only students with the equivalent of an Honours degree. While it is impossible to check completely behind their statistics it would seem that about 20% of their students have a 4-year degree with first class standing, 60% with roughly second class (or B) standing, and about 20% have graduate degrees, usually an M.A.

M.L.S. Programme. The M.L.S. Course is still in a state of evolution, with active discussion taking place on such fundamental matters as its duration, the methods of teaching, and the proportion of required courses to electives.

The very high proportion of full-time students gives the possibility of a carefully phased and fully integrated development of the programme and full advantage is being taken of this. In the Information and

Communication Studies series a serious attempt appears to be made to integrate elements of information science into the programme from the very beginning.

The various series into which the programme is divided cover, between them, the requirements for a sound basic professional education. Clearly there is questioning, if not dissatisfaction, in respect of some elements of the curriculum - for example, certain proposals concerning cataloguing and classification, in the 1972 long-term review conference - but this would seem to reflect a proper and healthy concern with maximizing the programme's effectiveness, rather than a serious deficiency.

Five seminars a week seems an excessively heavy work-load for the students, and must leave far too little time for the considered reflection and pondering over principles and significant professional issues that should characterize a postgraduate course of this type. The proposed extension of the programme from three to four terms, with a corresponding reduction in courses each term, is to be welcomed, as is the apparent trend towards 2-hour rather than 3-hour seminars.

Research. The importance of research is recognized in the Dean's proposals concerning the Ph.D. course: "Doctoral work must not be a terminal activity or undertaken only as a professional training for graduate library school teachers, but must be a prelude to dynamic application of research methods and problem-solving techniques in the whole field of library and information science."

To date, however, the Western Ontario Faculty's research record, as reflected in publications, is undistinguished. Certainly Professor Cameron himself has made substantial scholarly contributions to his field, Professor Prodrick has carried out some useful surveying work, Professor Dolan has quite a strong record of research and consultancy in his field, and Professor Pendrill's $7,316 grant from the Ontario Department of Health, for a Medical Library Pilot Project, may mark a beginning of significant funded research. But these are all isolated activities, not the end-product of any systematic departmental research programme, and they reflect no particular pattern.

With a staff of the size and calibre of that at Western Ontario there is potential for very substantial and significant research activity. Such potential will only be realized to the full, however, in a strongly research-oriented environment, and at the Western Ontario School such an environment, and the attitudes that go with it, have yet to be created. It should be added that this situation is not peculiar to Western Ontario; it applies, so far as can be judged, to Canadian library and information science in general. The development of a research capacity implies a heavy commitment of time to research management and also calls for research experience of a sort which is generally lacking in the School. It is, therefore, encouraging to learn that the Associate Dean-Designate is experienced in research and research administration.

The Ph.D. Programme. Acknowledging the existence of many positive assets within the School, from the point of view of Ph.D. work we feel there are nevertheless some very important problems which still await a solution. The first of them is the matter of areas of Ph.D. specialization. The only area in which a really strong case can at present be made is that of descriptive and analytical bibliography which is currently a largely one-man research enterprise and is in any case a field of activity well removed from the mainstream of Library and Information Science. There is, indeed, apparent strength and potential (though little research experience) in other areas of bibliography - those concerned with research collections, collection building, and bibliographical control (in the more normally accepted sense). It is pertinent to express regret at the very loose and misleading use of the term bibliographical control in the Ph.D. proposal. Questioning of the Ph.D. committee and other staff revealed confusion about its meaning even in their own minds, and the impression was created that it was being used as an "umbrella" term which would accommodate practically any subject the School wished it to cover.

Returning to the matter of a bibliographical specialization, it is felt that the present strength in analytical and descriptive bibliography

is not in itself an adequate basis for a significant Library Science Ph.D. programme, but that given the support of strong specializations in related bibliographical and historical fields, a broadly-based area of bibliographical studies could be developed as a basis for a viable Ph.D. programme.

Information Science has also been mentioned as a possible Ph.D. specialization. The School's approach to this subject is lively and progressive, and a serious attempt is made to integrate it into the M.L.S. programme in a meaningful way. At present, however, the full-time staffing situation in this area is too flimsy and precarious to support advanced work. Certain limited applications of information science techniques are involved in the hand-printed-book research, and various aspects of computer techniques are applied in the School's library; but the theoretical base at present appears to lack both depth and breadth - for example there appears to be no full-time strength in the theoretical classification and indexing areas. The development of advanced work in information science, in the context of a Library and Information Science School is, however, of sufficiently major importance to justify a Ph.D. programme in one of the Province's major library schools.

The Committee feels that the Ph.D. planning committee would benefit from a greater involvement on the part of senior faculty members who are likely to be directing Ph.D. work. The committee which we met, though very democratic in its composition, seemed somewhat light-weight, and was chaired by a member of staff who was about to leave the School.

Our general conclusion is that the funding of the Ph.D. programme in library and information science at Western at this time would be premature, and would remain so until the conditions outlined in Recommendation 21 are met. If the University chooses to satisfy those conditions the programme could be in operation possibly in the Fall of 1974, but more probably in 1975.

Continuing Education. The School has sponsored one major conference and several smaller meetings. Shortage of funds prevented an Institute on Slavic Librarianship, planned for 1971, from taking place. The School

offers a two-term programme for the conversion of the B.L.S. into an M.L.S., a summer session of seven weeks (especially for school librarians working towards the M.L.S.), and also evening and Saturday courses to help those already on the job to acquire part of their professional education. None of these activities is "continuing education" in the post-qualification sense except perhaps the B.L.S. conversion, for which there is not likely to be a permanent demand.

The School explicitly recognizes continuing education as an important commitment but has understandably given it lower priority than the M.L.S. and Ph.D. programmes. It expresses a firm intention in the "Future of the School" memorandum to present Workshops, etc.

A P P E N D I X B

DISCIPLINE GROUP RESPONSE

faculty of library science

university of toronto
140 st. george street
toronto 181, ontario

October 27, 1972.

Professor M.A. Preston,
Executive Vice-Chairman,
Advisory Committee on Academic Planning,
Council of Ontario Universities,
102 Bloor Street, W.,
TORONTO 181, Ontario.

Dear Professor Preston:

The Discipline Group in Library Science presents herewith its statement on the report of the Library Science Planning Assessment. The statement has a preamble, and then, as requested in your letter of September 1, 1972, comments on each of the recommendations in the report.

Yours sincerely,

William J. Cameron
Dean,
School of Library and Information Science,
University of Western Ontario.

Frances G. Halpenny
Dean,
Faculty of Library Science,
University of Toronto.

Jean-Marie Jolly
Assistant Vice-Rector,
University of Ottawa

Response of Discipline Group to Recommendations of Consultants

Preamble

1. Many of the recommendations in the Report are, in our opinion, stimulating and forward-looking. They suggest areas for review and adjustment of programs to keep up with changing needs in librarianship; they point out valuable possibilities for our faculties in interdisciplinary action within our universities in continuing education outside them, and in relationships with leading librarians and important national institutions: all avenues we should like to explore actively and purposefully. They support development of advanced research and of graduate study at the doctoral level which will serve needs of the library profession in Canada and encourage scholarly investigation in library science. We hope, with the consultants, that all of these aspects can be developed in a spirit of co-operation among the three universities. The Report has undoubted value to us as a catalyst.

2. We should like to comment, however, about certain other aspects of the Report. (a) We agree with most of what is said in the Summary of Part I and in Part II, and consider that the presentation of the library world into which our schools must fit can be generally useful within and without the library profession. Nevertheless, we feel bound to note that much of what is set down in these sections represents opinion, open to question and debate as matters of opinion must always be. Moreover, the sharp divisions in the structure of the Report, reflecting perhaps multiple authorship, make for some confusion in the reader trying to fine a clear line through the descriptions, analysis, and prognostications. (b) The Recommendations do not flow clearly from documentation elsewhere in the Report. (c) We must express concern that on-site discussion by the consultants with members of faculty was not extensive at any of the three schools. They visited one school for the first time over a week-end, and for the second time after its session was finished: they talked to only a few members of faculty and not always to those teaching in areas about which they had some concern. At another school one-third of the faculty were not teaching in the term during which the visit was made. At the third school (Ottawa) there was no conversation with faculty although judgment of the school's program is made in the Report. May we suggest that the matter of time for visits be examined for future ACAP teams. (d) A stress is laid on statistics and projections in suggesting lines of development, but some of those provided in Part III are doubtful (see Appendix) and the Report itself states that the consultants did not find adequate statistics to guide their planning. (e) Personal references are made haphazardly: these are, we submit, out of place in a document which is to have circulation. (f) No real picture of the

library situation in Canada emerges from the pages of the report, except in the section devoted to resources in the city of Ottawa; moreover, the reference at a number of places to Canada's needs by analogy with those of the United States (as 1/10 those of the United States, for example) gives an air of unreality to the information and ignores what minimal let alone desirable features should be characteristic of Canada and specifically Ontario in the library field.

3. We should like to point out that in our opinion much of this report is concerned with assessment or appraisal, rather than planning. There are already, however, mechanisms for assessment of our programs through the American Library Association's continual accreditation for professional quality and through the appraisal and review process of the Ontario Council on Graduate Studies which concerns itself with the academic quality of post-graduate studies. We believe that the preoccupation with the section on Ph.D. studies, can only create a sense of contradiction and frustration within the discipline and the parent universities. We would earnestly ask ACAP to consider the terms of reference of its consultants so that "planning" is in future more clearly defined.

4. The representatives of Toronto and Western note that their universities have had plans for the development of their schools taking due account of enrolment and reflected in programs of study, deployment of staff, and assembly of physical and library resources. This Report encourages many aspects of those plans, and adds further matters for consideration. Ottawa will be bringing forward a new and important plan for itself. The Discipline Group, which is to continue, will interest itself in co-ordination of plans within effective limits, sharing resources wherever practicable, and keeping the recommendations of the Report in mind.

   We should not fail to point out, however, that a number of the recommendations require at least the co-operation if not the initiation of other bodies, and it would be our hope that ACAP and COU would be prepared to request interest and support from these other bodies on behalf of the discipline of library science.

The Recommendations

The Accredited MLS Program

1. The Group strongly agrees with the recommendation. There is nothing in the recommendation, however, to suggest who should undertake the study and who should pay for it. Perhaps COU should commission it. We urge that the assumptions on which any manpower study would be undertaken should be carefully tested. Manpower needs for MLS graduates outside libraries, including archives, should be included in the study. We would point out that manpower studies are already being carried out in Canada and these should be taken into account.

2. This recommendation is, we submit, of doubtful validity. The "available data" have been admitted, by recommendation 1, to be insufficient. We also have serious reservations about those actually set out in Part 3 of the Report; for example, no allowance appears to have been made there for implementation of recommendations 12 and 13, and recommendation 15.

   The dilemma of the consultants in trying to deal with the apparent contradictions between recommendation 1 and recommendation 2 we fully appreciate.

3. The first sentence of this recommendation may be misleading. Reassessment of the MLS program at the University of Toronto is only now possible because this is a new program; and as the second sentence states, the UWO program is constantly being reassessed.

   The recommendation points aptly to the volatile nature of library science at present; in the next five years our schools will need to be able to respond to change, and we would wish to be flexible.

   The six special points especially cited by the consultants are covered in the new Standards for Accreditation to which each school must respond in the annual review of accreditation and, therefore, the reassessment called for will, in fact, take place.

4. There is no unanimity of opinion on this ambiguously worded recommendation. We recognize that the consultants were concerned with distinguishing a graduate program appropriate for preparing professional librarians and an undergraduate program appropriate for library technicians and technologists. The implication that admission to the present programs differs from other graduate programs in the same university is not warranted. Admission to a graduate program in most Canadian universities usually consists of two levels of requirements, one for two-year programs and one for one-year programs. The recommendation seems to imply that the minimum entrance requirements for the MLS program should be that for a one-year Master's program. The variations in Canadian undergraduate programs must be

remembered in this context. The University of Toronto, with its two-year MLS program, would prefer to put greater weight on the quality of candidates for admission rather than always require a fourth year in undergraduate programs. as a prerequisite; nevertheless entrants with a four-year undergraduate degree or better are increasing and will be encouraged. UWO already has an entrance requirement for its three-term MLS of a first- or second- class standing in a four-years honours degree or its equivalent.

5. We agree that these two areas of specialization need to be carefully provided for in an MLS program. (Is a weakness in the present programs implied? We are not sure that the consultants adequately appreciated present offerings in classification, as their criteria in judging course content are unclear.)

Recruitment of staff from science and technology must be a concern; it has its difficulties of course.

6. With the proviso that the schools should not overlook the importance of active recruitment and encouragement of students with social science backgrounds as well, we fully agree with this recommendation.

7. We agree in principle with this recommendation. All three schools are actively exploring possibilities within the MLS program and UWO points out that its prerequisite year program is in fact interdisciplinary. There is a practical difficulty in interpreting just how much course work outside the School is appropriate.

Relationship with the Field

8. We agree with the principle of this recommendation. The amount of implementation will vary from place to place (Toronto has already given its Council a new composition). We accept that this expansion is one means of encouraging the implementation of recommendation 7.

9. If the word "provincial" or "province-wide" is added after the word "joint" to avoid ambiguity, we agree with this recommendation. Within each School, it should be noted, such a forum in one form or another has existed in the past.

There is nothing in the recommendation to suggest who should establish the provincial joint committee or to whom it would be responsible. The Ontario Council of Library Schools could be asked to nominate the faculty members, but who will nominate the professional librarians?

10. We strongly agree with this recommendation and fully recognize the need for provision of regular and systematic continuing education for the profession. (It should be noted that the schools are giving careful attention to the continuing education of their own faculty.) Each school may give different priorities to continuing education and specific kinds of continuing education, especially those that can be carried out in some relationship with professional associations.

11. The group strongly agrees with this recommendation. It should be pointed out that there is nothing to suggest to whom the recommendation is addressed. Should COU take responsibility for bringing the recommendation before those in charge of libraries?

School Librarianship

12. The Discipline Group is in agreement with the spirit of this recommendation, since it seems highly probable that teachers and pupils in Ontario public schools would be better served by more highly trained librarians. However, the recommendation does not state to what level the certification standards should be raised, and for that reason is not fully effective.

Quite understandably the consultants did not consider that it was part of their mandate to undertake the thorough study, both of the present program of study leading to certification and of the requirements of school librarianship, that would have been required in order to come to a conclusion regarding the desirable level of competence. The Discipline Group is similarly hesitant to offer advice concerning the level to which standards should be raised. However, we would recommend that COU attempt to convince the Ministry of Education that one feature of the present situation be corrected as rapidly as possible. A sizable number of duly certified Ontario teachers have earned M.L.S. degrees and yet are considered, for classification and remuneration purposes, no more qualified than other teachers who have followed the abbreviated program of library courses prescribed for certification.

13. We approve the stand taken by the consultants and urge COU to forward this recommendation to the Ministry of Education, with considerable insistence that such a requirement should be considered as a minimal first step towards a more general attempt to improve the quality of services offered by school libraries and media centres.

14. We are also in agreement with this recommendation, but question its usefulness. To our knowledge none of the three library schools which have been active in Ontario offers programs devised "merely to meet current certification requirements" or plans to do so. It may be that the consultants'

14. views would have been more clearly expressed had the recommendation incorporated the underlined words in this revised version: "... the training of school librarians merely to meet current certification requirements should continue to be the responsibility of colleges and faculties of education ..."

The Ottawa Situation

15. We are in agreement with this position.

The efforts made by the University of Ottawa in recent years to strengthen the staff and to improve the program of its library school have been noted with sympathy by the profession and the other library schools in Ontario. The Discipline Group cannot, therefore, but concur with the University of Ottawa's desire not to continue its library school "in its present form" and with its intention to satisfy recognized needs by means of new leadership, augmented staff, and a revised MLS program worthy of accreditation.

16. We strongly endorse this recommendation.

We would deem it even more valuable in the context of our reply to recommendation 15 if two modifications were to be effected: (1) Reversal of the order in which the universities are mentioned so that the recommendation would read: "... that the University of Ottawa explore with the University of Toronto and Western Ontario ..." (2) A more explicit statement of the desirabiltiy of involving from the very first steps of planning representatives of the libraries and collection mentioned.

17. We agree with the spirit of this recommendation. To give it effect we suggest that COU might work through our Discipline Group. We should like to see it made clear that the proposed continuing education courses should be placed at the disposal not only of National Library personnel (which is one possible interpretation of this recommendation) but also of librarians practising in other libraries throughout Canada.

Francophone Education

18. We agree with this recommendation, especially since the University of Ottawa plans to pursue its objective of offering truly bilingual and bicultural programs in library science.

19. The intent of this recommendation is, in our view, not clear. It seems to refer to Ontario students whose mother tongue is French; but were the consultants concerned with unilingual Francophone students, or with bilingual students who, for one of many conceivable reasons, prefer to follow a course of study dispensed in French? In the first case, the recommendation is felt to have merit. In the second case,

19. the establishment by the University of Ottawa of a good quality bilingual program would appear to be a satisfactory method of meeting the needs of the students; the full implementation of the next recommendation would also help.

20. We support this recommendation, if it is taken to refer to the needs and interests of bilingual students whose mother tongue is French: even if the recommendation as worded were acted upon with the greatest good will by the Universities of Toronto and of Western Ontario, these universities can hardly be expected to create in their library schools a "French stream" catering to the unilingual Francophone.

Given our interpretation, we feel that these two universities should also make it possible for their students to become familiar with French materials as some will serve in such areas as northern and eastern Ontario. That this objective could be most effectively and economically achieved through cooperation with the University of Ottawa is an attractive hypothesis that we would like to explore.

The Ph.D. Programmes

21. We are encouraged by the strong statement in support of research, and the recognition that the need for doctoral studies which will develop capacity for advanced research is pressing in Canada. Such a need has been repeatedly identified as a matter of urgency by the Canadian Library Association.

We are greatly concerned by the recommendation that funding for a doctoral program at either Toronto or Western should be postponed. Their proposed doctoral programs were both assessed by the Ontario Council on Graduate Studies and were approved. Their academic quality was endorsed. The delay which might now ensue cannot help but be a serious frustration of plans made over some time and of staff assembled to carry them out. Candidates of high calibre are ready for study, and will be lost to American schools or will have to disrupt arrangements for study already in process. It should be noted that the appraisals procedure of OCGS calls for reassessment of an approval of a new Ph.D. program five years after its commencement. A means of review is thus automatically available.

We must ask, however, what objective criteria could be established for "all" developments cited by the consultants? We must also ask what assurance of funding there would be if by some means it were possible to establish such criteria and then for COU to decide "all" had been met at the same time?

After careful reflection, and trying to act indeed as a Discipline Group, we wish to urge that the Toronto Ph.D. program be given immediate formula funding, and would ask that UWO's be funded as soon as the university is prepared to introduce it. Both programs have been approved by OCGS, but Toronto has continued to build up its staff and resources since receiving that approval, it has had the experience of working with doctoral students (and this is providing practical examples in such matters as focus of courses), it has excellent candidates studying and applying. We believe that both universities can work to take care of the developments suggested by the consultants along with, indeed by means of, doctoral instruction, and that doctoral instruction will be an incentive to research. Western is prepared to offer resources to assist Toronto now.

We recognize that clarification of aim and focus, greater participation of individuals in research, more publication of a scholarly kind are developments that are in order for both schools. We are prepared to encourage them and to work to give positive signs of growth. We will pursue such aids as sharing of human and material resources within the individual university, and outside but related minors.

(We do wish to state, however, that we would not want to create a sharp distinction between "senior" faculty and others--research and publication, for instance, have been made criteria for promotion for all faculty; and some involvement by all faculty with the practising library profession is essential if research is to be productive for the discipline.)

22. We can support this recommendation although, as noted above, we would wish all faculty to be involved in planning.

23. As noted above, we urge that the program at Toronto be given formula funding immediately.

24. Co-operation we are certainly prepared to encourage.

We should note, however, a caveat about the apparent strengths noted by the consultants. The areas designated in this recommendation cause us concern. They are apparently derived from a classification of divisions in the field of library science given in pages A-25 and A-26, one school being given one division. The classification itself is a matter of opinion, but in any case the identification slots selected for each school are not those they would be prepared to accept. For example, Toronto has strengths in divisions 2, 3, and 7 as well as 4; Western, while acknowledging its special collections, has worked for a research strength in "content analysis, classification and indexing, history of classification and bibliographical control of early books".

25. The importance of "information science" must be recognized. Certainly a "high" priority has to be considered by both schools for inclusion of relevant aspects in their programs. Western had committed itself to this area as one of priority in its appraisal proposal to OCGS. It must be noted that relationships within an individual university are vitally important in any consideration of how inclusion is going to be worked out. This Discipline Group will be actively investigating the implications of "priority".

26, 27. The Discipline Group hopes that COU will indeed make representations along the lines suggested by these recommendations. Lack of availability of funds is one important reason why research and research literature have not developed in our discipline.

28,29. The possibility of a research fund would be heartening. In turn, the library schools would of course take even more energetic action in applying for funds for research.

30. We find ourselves unable to comment here as we are uncertain to whom the recommendation is addressed.

31. In the light of our remarks above, we have no comment here.

APPENDIX 1

STATEMENT ON PART III: CANADIAN LIBRARY MANPOWER, pp A40-A62 OF A REPORT BY THE LIBRARY SCIENCE ASSESSMENT CONSULTANTS TO THE ADVISORY COMMITTEE ON ACADEMIC PLANNING

The authors of the report deplore the lack of figures on which to base their recommendations. Yet they proceed to use many numbers gleaned from a variety of sources whose authority and whose data gathering methods are in some cases questionable. They readily admit that "the numbers presented are estimates based on the data available to the Committee, most of which were incomplete, uncertain, and inconsistent" (p.A40, our underlining). It would seem unwise to go on using these questionable figures as the authors do when they compute a 4.25 per cent attrition rate from two numbers admittedly incorrect as representation of reality.

Here and there the authors recognize that they are examining the Canadian situation but nowhere is there evidence that efforts were made to identify factors which might create a context different than that which exists in the United States. The authors are careful never to say clearly and emphatically that conditions in the United States are to be found of necessity in Canada, but their use of examples from librarianship in the United States would lead one to accept that such is the case. Otherwise what is the meaning of the examples? The authors state: "Again it is not unreasonable to estimate that the Canadian experience would be similar" (p.A51). Further on: "If this United States picture is at all indicative ..." (p.A52).

The marshalling of figures does not really serve much of a purpose and the Report has many untested assumptions. Granted that the authors' opinions may be well informed, unsubstantiated opinions they remain. Only one of the 31 recommendations appears to be based directly on some of the numbers found in pages A40 to A62, that

> "no additional library schools offering programmes at the graduate level leading to the first professional degree be established within the next five years at least."

But no new programmes are contemplated in Ontario ...

p.A44, Fig. 3. The figures must be used only as indicative of possible directions. The ones offered by the authors are possible, there are others about which the authors are silent.

p.A45, Fig. 4. University of Western Ontario does not offer a Ph.D. programme in library science at the moment.

p.A46, Fig. 4 (continued). Alberta offers a B.L.S., not an M.L.S. Dalhousie offers an M.L.S. not a B.L.S.

p.A47, lines 3 to 5. Attrition of 1700 librarians is surely wrong. No account is taken of the fact that numerous B.L.S. librarians are returning to obtain an M.L.S. These librarians appear to have been counted twice.

p.A48, Fig. 5. There is cause for concern here. For example, the projected number of 175 M.L.S. graduates from Toronto in 1972-73 is impossible. There is a possibility of 116 graduates new to the profession plus 35 B.L.S. librarians not new to the profession. No enrolment projections given by Toronto to any institution or agency have ever provided for graduating 200 students per year to 1975-76.

p.A50, Fig. 7. The figures from Fig. 5 are used again in the graduation figure. The error rests not only in the figures (which should be, for Toronto, 1972-73, 116 not 175) but in the assumption that upgraded B.L.S.'s add to the growth of the profession. A B.L.S. who earns an M.L.S. upgrades his education. He does not become two librarians in the province. Again, Toronto has never projected an enrolment of 400. Even if part-time students were counted as full-time students, the resulting 400 students would include many B.L.S. merely upgrading their education.

p.A50. The enrolment and graduation figures are maxima, and minima would be desirable also. A statement on this point is made on page A47, divorced from Fig. 7, and Fig. 7 could, therefore, be subject to further misinterpretation.

p.A51. It should be noted that Canadian membership in American professional associations (pp.A51,A52, for instance) is not a reliable sample on which to base assumptions. Re Denis & Houser's article, the figure 63 quoted by the writers refers to the number of respondents to a questionnaire not to a figure of estimated Ph.D.'s needed in Canada. The article stated 75 to 100, not 63 to 148.

p.A53, first paragraph. The writers seem to ignore their own recommendations concerning school librarians (nos. 13, 13, 14). If implemented, these recommendations would alter substantially the number of graduates needed in school libraries.

p.A61, "Notes for Figure 6". These must be notes for Figure 5 since Figure 6 has to do only with the U. S. Of particular interest are the figures from the Lund article in Library Association Record. These data are from DBS, now Statistics Canada.
"Notes for Figure 9"--Figure 6?

APPENDIX C

COMMENTS AND STATEMENT OF UNIVERSITY OF OTTAWA

I- THE ACAP CONSULTANTS' REPORT, AND RECENT EVENTS AT THE UNIVERSITY OF OTTAWA

The views expressed in the next pages of this document will be more easily understood if replaced in the recen. historical context of Library Science Education at the University of Ottawa.

On July 1, 1971, a new Dean of the Library School was appointed, with the mandate to re-evaluate objectives, revise programs, and strengthen the teaching staff by filling newly created positions. After a few months, a decision was reached to abandon the program leading to the B.L.S. and to install a completely reformulated two-year program, leading to the M.L.S., in September 1972. Moreover, a few of the vacant positions were filled.

At the end of March of this year, the Director resigned; so did two members of the staff, at approximately the same time. The vacancies thus created, added to the unfilled new positions, required immediate action: it was decided to defer the implementation of the new program, and not to admit new students into the currently dispensed ones. A special committee was created and instructed to examine the future of the School.

The ACAP Consultants were informed of the situation; their visit to Ottawa was much briefer than the ones they made to Toronto and Western Ontario, and did not, quite understandably under the circumstances, display the characteristics of an attempt to appraise the School, its program, its personnel and its resources. (Details of the visit are mentioned below). Yet, the Consultants saw fit to pass judgement on the School, and have interpreted the deceleration of activities mentioned above as a final decision to phase it out.

The special committee mentioned above is expected to submit its final report in a few weeks: clearly, many months will elapse before the University reaches a final decision concerning the future of Library Science on the campus. The present document, therefore, does not state intentions, though it does contain expressions of aspirations: the Consultants' views, and our own Committee's report, will be weighed carefully in determining whether our aspirations can and should be transmuted into intentions.

II- THE UNIVERSITY OF OTTAWA'S REACTIONS TO THE REPORT OF THE ACAP CONSULTANTS

A- The General Tenor of the Report

1. In our view, this is a valuable document: it sets forth interesting views on the future of library services, Library Science and Library Science Education. It also presents detailed descriptions and evaluations of two of the three Ontario Schools of Library Science, and though one may not agree with every particular of these sections, they are not to be brushed aside hastily, since the thoughtfulness and competence of the Consultants are clearly manifested by the high level of conceptualization attained. As a consequence, the Report has already created a considerable amount of soul-searching and stock-taking in the Universities concerned.

2. However, we must stress that, contrary to our expectation, the Report seems to be much more concerned with evaluation than with planning. The careful delineation of alternative objectives, the careful examination of the pros and cons of various methods for achieving the preferred objective, the proposed schedule of implementation, which we expected to find in the Report, are to a great extent lacking.

We make this point with one objective: drawing ACAP's attention to the possibility that more explicit instructions might have to be given to its Consultants. We suggest there might be two dangers here: (1) ACAP might not get the sort of enlightenment desired; (2) duplication might occur (it clearly does in this instance) between the work of ACAP Consultants, and that of O.C.G.S. and its Appraisal Committee.

B- Recommendations concerning the University of Ottawa Library School

Rec. 2 It is RECOMMENDED that in the light of available data, no additional library schools offering programmes at the graduate level leading to the first professional degree be established within the next five years at least.

If an unexpected change in the market or the practice of librarianship should call for extraordinary increases in professionally qualified personnel, a review of this restriction can be undertaken at the appropriate time.

(note: It has been fully ascertained, in a conversation with the Consultants, that they consider the Ottawa School as being phased out, and that, if maintained in existence, it would constitute an "additional library school".)

Comments:

1) We fully understand that the Consultants were expected, and felt obligated, to make one or more recommendations based on the relationship between manpower needs and manpower production. However, we note that they characterize most of the quantitative data available to them as "incomplete, uncertain and inconsistent" (p.A40), and that they deplore the "shortage of hard, factual information on exactly what the nature and scale of the need /for bilingual librarians/ is"(p.A66); hence, their first recommendation that "a thorough and continuing study of Canadian Library manpower be made.../to include consideration/ of the special needs for bilingual competence" (p.A13).

Under these circumstances, we wonder whether the Consultants were well advised to attempt to establish a relationship between manpower needs and production: since so little reliable information is available, it might have been more prudent not to embark on an undertaking which, under the best circumstances, is fraught with danger.

2) Moreover, we shall show in a later section that the available information may not have been used or interpreted correctly by the Consultants, and that they were led thereby to exaggerate the danger of overproduction of librarians.

3) We also wish to state that, in our view, the Consultants laid too much stress on the purely quantitative aspects of the situation; the types of librarians produced, the special qualities or qualifications that new, forward-looking programs of training should foster, the determined attempt to match training with employers' requirements, may very well have repercussions on employment possibilities which the usual forecasting techniques are ill-equipped to deal with. To illustrate: should Ottawa produce in the next years a cohort of well-trained librarians which employers favor, because of their unique bilingual abilities, over graduates of other schools, one should at least raise the questions: is Ontario producing too many librarians, or too many of the wrong kind?

We therefore reject the suggestion that the University of Ottawa should await the results of the recommended manpower study before deciding whether to continue Library Science Education.

Rec. 15 *It is RECOMMENDED that the library School at the University of Ottawa should not be continued in its present form. This recommendation is made in support of the apparent decision by the University of Ottawa to discontinue what has been a programme of marginal academic quality. Any proposal to create a new programme should meet standards of academic quality equivalent to those defined by the ALA Standards of Accreditation, and should satisfy market needs unmet by the accredited schools, as identified by the results of the Manpower proposed in Recommendation 1.*

Comments:

1) We agree fully with the first sentence. The designation, in 1971, of a new director of the Library School, the authorization given him to create and fill new positions and to acquire data-processing equipment, the decision taken by the Senate to abolish the B.L.S. program and to install, in September 1972, a new M.L.S. program, show that, long before the Consultants had produced their report, we had determined to revitalize Library Science Education on our campus.

2) We agree with the Consultants that we should not attempt to continue the teaching of Library Science unless we can fully satisfy ourselves that our School meets the A.L.A. accreditation standards.

3) We also agree with the spirit of the recommendation regarding the overproduction of librarians, but, for reasons stated above, disagree with the conclusions derived from it by the Consultants.

Rec. 16 *It is RECOMMENDED that the Universities of Toronto and Western Ontario explore, especially with the University of Ottawa, the possibility of establishing a programme of special courses and advanced research related to archives, government documents, federal library services, and other areas for which Ottawa is a particularly suitable base, thereby taking advantage of the resources of the National Science Library and other government libraries.*

Comments:

We agree with this recommendation. We would however suggest that, should our University decide to pursue its activity in the Library Science area, the order in which the Universities concerned are mentioned would be more proper if reversed. Moreover, we would insist that the recommended exploration involve, from the very first steps, representatives of the libraries and collections mentioned.

These points are minor, however, in comparison to the basic suggestion that the unique resources of the Ottawa area be fully used in the training of librarians.

C- Recommendations concerning Francophone Education

Rec. 18 *It is RECOMMENDED that no attempts be made to establish a full-scale Francophone library school at the graduate level in Ontario. It is not feasible to establish in Ontario a Francophone programme of the quality offered at the Université de Montréal.*

Comments:

1) We are in full agreement with the first sentence of this recommendation: this University's ambition has been, and continues to be, to succeed in a difficult endeavor: offering a truly bilingual and bicultural program.

2) We consider that, in the second sentence, the Consultants very probably meant "desirable" instead of "feasible": there is no trace in their report that they have studied the feasibility of the undertaking mentioned.

Rec. 19 *It is RECOMMENDED that the Province of Ontario should agree to support advanced studies for Ontario students at the Université de Montréal through transferability of Provincial government fellowships.*

Comments:

1) We do not object to this recommendation, though we consider that its implementation would assist a very small number of Ontarians: the Francophones or the bilingual Anglophones who chose to follow a program of instruction dispensed exclusively in French, and that it would duplicate an existing program of scholarships enabling Francophone Ontarians to follow in Quebec programs of studies not dispensed in French in Ontario.

Rec. 20 *It is RECOMMENDED that Toronto and Western Ontario take into consideration, in their curriculum and academic regulations, the special needs and interests of French-speaking Ontario, thereby encouraging the enrolment of Francophone students.*

Comments:

1) We agree wholeheartedly with the spirit of this recommendation though we cannot help ponder whether it implies the duplication of the considerable human and material resources required to make this objective attainable, in the hypothesis that Ottawa retains its bilingually - oriented Library School.

2) We wish to conclude this section by expressing our deeply-felt satisfaction that the Consultants addressed the question of the education of Ontario Francophones, singled that question by devoting an explicitly-headed section of their recommendations to it, and proposed thoughtful solutions. As an institution deeply involved in the welfare of French-speaking Ontarians, the University of Ottawa expresses its gratitude to the Consultants.

D- Other recommendations

1) Recommendations 1, 3 to 14 and 17:
We do not wish to present detailed comments on these recommendations, which will be dealt with by the Discipline Group, on which we were represented.

2) Recommendations 21 - 31:
We are not directly concerned by these recommendations, and will not offer comments beyond the one submitted above: a clearer distinction between the roles of OCGS and ACAP will have to be achieved, so as to avoid duplication, confusion and frustration.

E- Manpower projections

A detailed critique of section III (Canadian Library Manpower, pp.A41-A62) has been prepared by the staff of the Faculty of Library Science of the University of Toronto, and will undoubtedly have been brought to the attention of ACAP. We shall therefore not attempt to examine this question beyond raising the following points:

1. The Consultants seem not to have taken into account the repercussions which two of their own recommendations would have, should they be implemented. Recommendation 12 states that the level of qualification required for certification as school librarian should be raised; Recommendation 13 states clearly that the M.L.S. should be required of persons occupying supervisory positions in school libraries and media centers. Yet, no mention is made of the consequences of these measures on the labor market.

2. We are informed that projected graduation statistics for both Toronto and Western Ontario are exaggerated.

3. In determining the annual attrition rate, the Consultants seem to have erred by not taking into account the numerous holders of B.L.S. degrees who re-enter a University temporarily to earn the M.L.S. One therefore wonders whether the same person is not counted twice: as a present and as a future member of the labor force.

4. The postulate that, Canada having 10% of the population of the U.S.A., its library needs are one-tenth of those of its neighbor, is an attractive but fallible one.

F- Other statements concerning the Univerity of Ottawa

In the fourth section of the Report (Evaluation of Programmes, pp. A63-A83) certain observations concerning the University of Ottawa require brief comments. In those pages, the Consultants act first as the devil's advocate, and list arguments tending to prove that Library Education should be continued at the University of Ottawa, notwithstanding their recommendation to the contrary; then, they attempt to show that these arguments are valueless. Many of their rebuttals are based on the expressed premise that the Ottawa School was and is of mediocre quality and on one of two conclusions: the expressed one that it would be, at this moment, undesirable to attempt to improve it, or the unexpressed one that it would be impossible to do so.

Concerning the expressed conclusion, we are in disagreement, because of the fragility of the quantitative data used by the Consultants, as stated above, but also because of their unwillingness to take proper account of qualitative considerations: bilingualism, new types of functions exercised in libraries, the growth of demand for archivists and specialists in records management, the demand for library administrators, etc.

Should the unexpressed conclusion have been the predominant one, we agree with its spirit: we do not intend to engage in a makeshift job of replastering; our "new" School of Library Science will excell, or it will not exist.

ADVISORY COMMITTEE ON ACADEMIC PLANNING
Ontario Council on Graduate Studies

Professor M. A. Preston
Executive Vice-Chairman

COUNCIL OF ONTARIO UNIVERSITIES
102 Bloor Street West, Toronto 181, Ontario
(416) 920-6865

November 20, 1972.

Dean P. Hagen,
Faculty of Graduate Studies,
University of Ottawa,
Ottawa, Ontario.

Dear Dean Hagen:

As I indicated in my letter of November 13, I am now writing to describe the area on which ACAP would like clarification from the University of Ottawa in connection with the Library Science planning assessment.

The consultants in effect recommend that two library schools will satisfy the provinces' needs for some time and that the commencement (or re-activation) of a third should await careful manpower studies. This position may or may not be valid and ACAP has not, as yet, taken a firm position on it. However, we read the Ottawa brief as saying that, even if this position is correct, factors other than manpower considerations justify an Ottawa programme, since it would provide qualitative features that would not be available in the other programmes. Some such features are listed on pages C3 and C7 of the brief, but in ACAP's preliminary examination the members were unable to identify any factors in the list which other schools would not provide, except perhaps bilingual instruction. We note that instruction in library science in French is available in Montreal. We are aware of the general advantages of bilingual programmes, but are somewhat uncertain as to how they apply to graduate work in a professional field, particularly when cost is considered.

It is this area (qualitative factors which only Ottawa would supply) on which we would invite clarification if the University wishes to supply it. This may not, in fact, require a meeting; a further document might suffice. If you and your colleagues desire a meeting it would now appear necessary to schedule it for Monday, December 4 at about 3:00 p.m. This change arose because of the commitments of those concerned in the other two universities.

Yours sincerely,

M. A. Preston.

MAP.sg

cc: Dr. Chagnon
Dr. Joly

UNIVERSITÉ D'OTTAWA
550, RUE CUMBERLAND

UNIVERSITY OF OTTAWA
550 CUMBERLAND STREET

OTTAWA 2, CANADA

CABINET DU VICE-RECTEUR
ENSEIGNEMENT ET RECHERCHE

OFFICE OF THE VICE RECTOR
ACADEMIC AFFAIRS

November 29, 1972

Dr. M.A. Preston
Executive Vice-Chairman
Advisory Committee on
Academic Planning
Council of Ontario University
102 Bloor St. West
Toronto, 181

Dear Professor Preston:

In a letter dated November 20, you requested from Dean Hagen some clarifications on this University's views concerning the report submitted to ACAP by its Consultants on Library Science Education. I hope you will not mind if I reply in his stead.

I. Why Library Science at Ottawa ?

The document we adressed to ACAP attempts to make the following points: the man-power projections submitted by the consultants do not appear more convincing to us than they seem to have appeared to them; therefore, we do not view these projections as an adequate basis for decision. Moreover, we consider that the consultants gave too little weight to qualitative considerations in attempting to assess both the advantages of maintaining a Library Science program here, and the likely demand for our graduates. I shall now attempt to develop the last of these two points.

A. Ottawa is an exceptionally privileged area in which to conduct such programs.

1. The large number (197, if we are well informed) and great variety of libraries in this region make it ideal for the purpose of organizing student visits and internships, as well as assigning term papers, special projects and research topics. Libraries and other collections that are Canada-wide in scope (the National Library, the National Science Library, the National Archives); the numerous special libraries

created by the Federal Departments, other governmental agencies, and national associations whose headquarters are located in Ottawa; the two University Libraries; the Municipal Library with its many branches: where else in Canada can one find such a wealth of materials, of opportunities to observe and possibly even take part in the day-to-day operation and innovative ventures of these institutions ?

2. The area is also, evidently, enormously rich in human resources, upon which a Library School could draw in many ways: the participation of local experts as members of the School Council or of its advisory committees, or as part-time members of its teaching staff, or as advisors in research or other special staff or student projects, or as participants in seminars, workshops, conferences, etc. could constitute a major safeguard of the quality of an Ottawa-based program of instruction.

These facts have been recognized by your Consultants, who recommended that special efforts be made to ensure that the unique advantages of this area be made use of in the training of librarians. The method recommended will, however, probably strike any knowledgeable reader of their report as awkward, unwieldy and costly.

B. The University of Ottawa constitutes a unique milieu in which to train librarians.

1. Because of its bilingual and bicultural character, our University can train a type of librarian that cannot be trained elswhere in Canada: the fully bilingual, biculturally-oriented librarian. It is very important here not to adopt a restricted view of what a bilingual librarian is: we do not have in mind a librarian trained in Montreal or Toronto and who happens to speak, at least reasonably well, the two official languages of Canada. To that definition we would add the following components: an exhaustive knowledge of the vocabularies, professional techniques and professional tools of librarianship as it is practiced in French-speaking and in English-speaking countries; an adequate knowledge of the two bodies of literature to which library users in bilingual areas will wish to have access; sufficient familiarity with the other linguistic group, such as can be achieved only by daily contact over a period of time and by deliberately plannied opportunities to explore that group's values, interests and modes of thinking.

These outcomes, we feel, cannot be achieved in a School which has, from the outset, been planned and conducted as a unilingual operation devoted to satisfying the needs of one linguistic group: the staffing, the collection of professional books and the program of such

an institution are too deeply influenced by the initial orientation to be rapidly and economically re-directed towards a new mission.

2. <u>There is a considerable clientele for Library Science programs in the area served by our University</u>.

The first part of this clientele consists of full-time students; here are some statistics showing that the demand from this type of student is considerable and that it has consistently grown over the years:

	Full-time students Library School, U.O.
1960-61	14
1965-66	29
1970-71	79
1971-72	82

They come from far and wide, but mostly from Ontario and Québec; as an indication of this fact, here is the distribution according to the location of the University that conferred the degree submitted for admission by our 1971-72 full-time students:

Origin of previous degree	
Canada:	
Eastern Provinces	9
Québec	19
Ontario	40
Western Provinces	6
Europe:	4
Asia:	4
Total	82

Part-time students constitute the second part of our clientele; although their numbers have not shown the steady increase reported above-registrations fluctuated from 15 to 30 between 1959 and 1970 - we were pleased to note a considerable increase in 1971-72, when we registered 53 such students. The preponderance of the central Provinces is evident here also; Ontario, however, has an even greater lead on Québec.

It must be admitted that this part-time market has not been fully exploited in the past: the hundreds of professional librarians working in the area must number a considerable proportion of persons who graduated before the M.L.S. became the "accepted" first professional degree, and who would be greatly interested in upgrading their somewhat passé B.L.S. without leaving having their jobs and moving their residences. A rejuvenated Library School in Ottawa should pay special attention to the needs of such persons.

3. There is a vast market for librarians in Ottawa.

Employed professional librarians in the area have been estimated to be approximately 600 in number. According to reliable estimates, about two-thirds of them work for the Federal Government and its various agencies. It is also estimated that, in the next five years, one hundred new positions will be created in the Civil Service, while the attribution rate shall be at the 5% level. It can thus be established that the number of new vacancies, in Federal libraries alone, will be approximately:

	Attrition	New positions	Total Vacancies
1973	20	20	40
1974	21	20	41
1975	22	20	42
1976	23	20	43
1977	24	20	44
			210

Assuming that the attrition rate is the same in non-government libraries and, for safety's sake, that only one-fourth the number of new posts are created in the same period, it can be shown that 77 new vacancies will occur in these libraries. Thus, over the next five years the immediate area should offer 290 new vacancies or an average of 58 per year.

We would not, of course, expect the area's employers to restrict their recruitment to our School even though it would be in a better position to satisfy some of their requirements than other Schools because of our bilingual character* and, hopefully, because of the innovative programs which will be mentioned later. On the other hand, neither would we expect all of our graduates to seek employment in the capital.

---

* The Director General of the National Library states that, from two applicants with equal professional qualifications, he will automatically select the bilingual applicant; the Director of the National Science Library states that it would be desirable that 100% of his staff be bilingual. The Municipal Librarian and the Librarian of the University of Ottawa make similar statements.

4. The University of Ottawa could develop distinctive programs of study.

Because it will probably want to make a clean break with the past, the University of Ottawa will not be bound by traditions and by vested interests when and if it undertakes the rejuvenation of its offerings in Library Science.

Hence the likelyhood that, instead of being satisfied to duplicate existing programs, it will want to explore new avenues.

Though careful studies are still required before final decisions are reached on that point, it does appear that new ventures in such areas as information science, records management and library administration could be profitably undertaken. Thus, Ottawa could produce breeds of librarians which other Schools do not, and for whom the need is being more and more clearly felt.

The same could be said about special courses which your consultants recommended for the Ottawa area: Government publications, federal library services, archives management, etc. Clearly, a renovated Ottawa School could include such elements in its program, possibly as areas of specilization, and therefore turn out librarians that are qualitatively different from those who obtained their training elsewhere.

To summarize: we feel that it would be very desirable that Library Education continue to be taught at Ottawa because this would satisfy a real demand, both from students and from employers, and because we deem that we can satisfy special demands from employers (for truly bilingual librarians and for librarians trained in special areas) which other Schools cannot or, at least. have not up to this moment.

II. Is Montreal an alternative ?

The Consultants recommend that Francophone Ontarians be financially assisted by the Provincial Government, should they wish to undergo Library Science education in French at the Université de Montréal. (This, at least, appears to be the most plausible interpretation of a somewhat obscure recommendation). Your letter to Dean Hagen raises the same issue. I shall make two comments on this point.

A. The Library School at the Université de Montréal is unilingual : all instruction is given in French. It therefore does not possess the characteristics which we outlined above when describing our aspirations for a Library School at the University of Ottawa. We do not question the quality of the program dispensed at Montréal, we simply stress that its objectives are different from those we would strive to attain, were we to pursue our activities in this area. We do not, either, question the objectives of the Montreal School;

we submit that it is healthy for two Schools to have different objectives as long as the basic goal: providing excellent education, is attained by both.

B. What has not been shown by the consultants, or by anybody else to our knowledge, is that the Montreal School would be willing and able to welcome substantial numbers of Ontario students. We are reliably informed that that is not the case. With 80 full-time students this year, it would appear that the School is approaching its registration ceiling. It does not seem very likely that the Université de Montréal would be greatly motivated to increase substantially its investments (in buildings and in personnel particularly) with the main objective of being in a better position to greet a number of Ontario students.

III. What about costs ?

Your letter also raises the question of costs. The following comments appear appropriate.

A. Operating a Library School is admittedly costly: our Committee submits a rough estimate of $400.000 for a renovated School.

B. What is the cost of the alternative proposed by your Consultants ? We raised the question with them, and obtained no answer. If we analyse their suggestions, however, we come up with three major elements. The disappearance of a Library School in Ottawa should be compensated, they state, by three measures:

1. Ontario students wishing to study at the Université de Montréal should be assisted financially by the Provincial Government through the device of making its graduate fellowships transferable to another Province. (Rec.# 19)

This would not increase costs if we can assume that the same students who would have registered at Ottawa would now register at Montreal, and would obtain the same amount of financial assistance. As a matter of fact, we pointed out in our reaction to the Consultants' report that a federally financed program now exists for the very purpose of assisting the student who wishes to follow, in another Province, a program of study not offered in his mother-tongue in his own Province. Were Ontario to take advantage of this program, some provincial funds might be economized.

2. The Universities of Toronto and of Western Ontario should be more attuned to the needs and interests of French-speaking areas of Ontario, and adjust their curricula and regulations in such ways that, more Francophone students being encouraged to enroll, better library services shall be made available to French-speaking Ontarians. (Rec.# 20)

As stated in our first report to ACAP, this is, to us, a heart-warming suggestion; since we have no ambition to monopolize the graduate education of Francophone Ontarians, we would be inclined to agree with it. However, this would entail considerable costs: personnel would have to be added to the staff of the two Schools, most probably; their professional collections would have to be enlarged; measures would have to be taken to compensate for the inability of the Toronto and London areas to provide students with the large and varied collections of French materials with which they would want to become familiar, in specialized areas as well as in general literature, etc.

These measures would have to be taken in <u>two</u> Schools; is not that duplication, too ?

3. The Universities of Toronto and Western Ontario should attempt to establish a program of special courses taking advantage of the resources of the Ottawa area (Rec.# 16)

We assume that these courses would actually be given in Ottawa. What would be the costs involved ? Those of transporting teachers and students, of securing teaching and living quarters, of setting up some sort of permanent secretariat, etc. We are completely unable, due to lack of information, to suggest even a rough estimate of the total cost.

C. Even if it was demonstrated that whatever other drawbacks they have, the Consultants' recommendations are more economical than the operation of a Library School in Ottawa, we submit that such a consideration should not be the major determinant of the decision reached. It is universally agreed that bilingual countries, governments, firms and associations are more costly to run than unilingual ones; the question then becomes: is what one buys with the extra money worth the expenditure ? The answer each one will give will flow from diverse considerations, ranging from political philosophy to personal experiences with members of the other linguistic group.

Inasmuch as a Province can be said to have given an official answer to question raised above, Ontario's reply is affirmative. The statements of ex-Prime Minister Robarts concerning Ontario's responsabilities towards its French-speaking population; some of the recommendations contained in the Draft Report of the Wright Commission (Recommendation No 7 touches precisely on Library Science programs in French); some of the recommendations of the Symons Commission (Recommendation No 55 and 56 deal with French and bilingual library services); these and other pronouncements all seem to point to the same conclusion: Ontario should be willing to pay for the extra costs of bilingualism.

As far as the University of Ottawa is concerned, even more direct and clear-cut indications of the Provinces's will can be adduced here:

1) The very Act of the University, enacted by the Ontario Legislature, makes an obligation to us to promote bilingualism and biculturalism, and to foster the development of the French culture in Ontario. Is it ACAP's contention that the real but unexpressed intent of the legislators was that Ottawa should pursue these aims as long as no extra expense is involved ?

2) The annual provincial grants to our University, aimed at covering the extra costs of bilingualism, are another concrete indication of Ontario's will to countenance the costs that spring from the acceptance of a bilingual situation as a valuable asset. No distinctions have even been made, in discussions concerning these grants, between graduate and undergraduate programs, nor between professional and non-professional ones, as suggested by your letter.

IV. The December 4 Meeting

We should very much like to send two representatives to Toronto to meet with some or all of the members of ACAP. Dean Hagen being unavailable on that date, our representatives would be:

Dr. Marcel Hamelin, Vice-Dean of Graduate Studies
Dr. Jean-Marie Joly, Associate Vice-Rector (Acad. Affairs)

Both of these gentlemen are members of the Committee on Library Science Education and are therefore well informed on the work performed by the Committee and on the conclusions it has reached.

Yours very truly,

Maurice Chagnon, Vice-Rector
(Academic Affairs)

MC/lc

A P P E N D I X D

COMMENTS AND STATEMENT OF UNIVERSITY OF TORONTO

OFFICE OF THE VICE-PRESIDENT
INSTITUTIONAL RELATIONS AND PLANNING

UNIVERSITY OF TORONTO
TORONTO 181, ONTARIO

October 31, 1972

Professor M. A. Preston
Executive Vice-Chairman
Advisory Committee on Academic Planning
Council of Ontario Universities
102 Bloor Street West
Toronto, Ontario

Dear Professor Preston:

I am writing to state the University of Toronto's response to the Library Science Assessment Report.

The University of Toronto has studied with close attention the Report to ACAP by the Library Science Assessment Consultants entitled "Ontario Library Education". Although we have reservations about matters of detail in some of the statements and recommendations of the Report, we found it on the whole to be stimulating and forward-looking. It sets forth changing needs, examines existing practices and attitudes in the light of those needs, and suggests new directions that are required of the profession, and therefore required of the professional school if it is anxious to meet those needs.

We found the three main topics of the Report particularly interesting and useful: first, its emphasis on broadening the traditional concerns of librarianship to embrace the new dimensions of information science and operational research; second, its approval of interdisciplinary and trans-disciplinary approaches in instruction, research and service; and third, its stress on the paucity of research in library science at the present time. We shall make general comments on each of these topics, and then a specific statement of intention.

Regarding the inclusion of information sciences as an area of high priority in the doctoral programme of the Faculty of Library Science, this University has recognized the importance of this discipline through the establishment of our Institute for the Quantitative Analysis of Social and Economic Policy, through the development of computer science research and its applications in areas such as industrial engineering, psychoacoustic research, management science, and in many other ways. We have reached a position of real strength in the areas that contribute to information science. It is true that the Faculty of Library Science needs to expand

its contacts with the theory, methods and techniques of this crucially important discipline. We recognize that it would be an incomplete and one-sided development of library education not to give full weight to the new quantitative tools that are increasingly necessary for the management of many complex enterprises including universities and libraries themselves: science-based approaches, the control of information, the design and analysis of systems.

Action for the Faculty of Library Science with regard to the offerings in information science beyond the M.L.S. level will require, first, a careful consideration of the M.L.S. programme to discern what would have to be developed within it or added to it as a base for Ph.D. studies; and, second, the exploration of possibilities of co-operation, development, and integration of the immense resources already possessed by the University in this area. The necessary preparatory study is already planned. The possibilities for specialization within information science are numerous enough that there need be no conflict at any time with the offerings of the University of Western Ontario at the doctoral level.

Secondly, regarding the multidisciplinary nature of librarianship, we accept the criticism in the Report that we have not as yet made sufficient use of other university resources by cross-appointment and active involvement with other disciplines, even though we possess the necessary strengths in many relevant areas. We will need to effect this involvement by transfers of resources, since increased resources for new programmes must now come almost exclusively by that route. The Faculty of Library Science is anxious to take advantage of resources in the University by using people from other faculties within its courses and by encouraging students to take outside minors.

Thirdly, in library science research, we recognize the need to develop this area, and we believe that such development will proceed most effectively in relation to an on-going doctoral programme which generates questions and the impetus to solve them. The health of a faculty requires that the atmosphere of research be felt by all its members. One of the important reasons research is not evident at present is that funds from most of the sources mentioned in these recommendations have simply not been available. The Canada Council, for instance, has only recently recognized library science as eligible for research grants. We are hopeful that the Report's strong recommendations in this regard will produce satisfactory results.

An important aspect of developing activity in research is a favourable general climate. The Faculty of Library Science has expanded rapidly in numbers in very recent years, and has been much preoccupied with developing the new M.L.S. programme and other concerns related to its new building and the organization of its activities as a fully graduate department. It now enters upon a period of consolidation, and the time is favourable for the encouragement of, and planning for, research.

A full doctoral programme would be a special impetus to what might be done, as will be the Ph.D.-holders we have recently added to our staff and those we will shortly have by the study-leave route. As stated above, however, research -- good research -- needs to be encouraged as a positive and integral part of the teaching of everyone in the graduate department.

As the Report indicates, there is a genuine lack of research literature related to Canada, and we are in an excellent position to take a role of leadership here.

***

The University of Toronto believes that the deferral of support for the Toronto Ph.D. in Library Science recommended in #21, page A-17, of the Report is unwise and unnecessary. We urge the wisdom -- with regard to the time factor involved for the doctoral candidates, the need for such highly trained people in Canada, and the capacities of the Canadian professional schools to develop and offer such training -- of giving immediate approval, and formula funding, to the Toronto Ph.D. in Library Science, on the basis of the following undertakings:

1. In the matter of bolstering our information science options, we shall immediately initiate recruitment of resources from the Institute for Quantitative Analysis, the Department of Political Economy, the Department of Computer Science and the Faculty of Applied Science and Engineering. In our attempt to correct the deficiencies which we have acknowledged to exist, our initial thrust will be through the recruitment of resources already existing within the University, for the following reasons:

   (a) We have on our staff people of high quality in a number of relevant areas;

   (b) We could make the requisite changes more quickly from internal sources;

   (c) The quality of personnel is better than we would probably obtain by recruiting directly into a Library Science Faculty; and

   (d) We want to strengthen the relationships between the Faculty of Library Science and the rest of the University, and combat the isolation which too often is a general characteristic of professional schools.

2. In the development of cross-appointments with other disciplines, we shall again begin by initiating arrangements to reallocate resources already existing.

3. In the third area of criticism, the need for active promotion of research in Library Science, we have some strength beyond what was evident during the summer in the members of staff returning from study leave. Nevertheless we shall in all likelihood be obliged to go outside our present staff establishment in order to consolidate the research strength to the extent required for first-rate doctoral work as well as meeting the profession's great need for continuing education. We intend to do this if necessary. It is obviously prudent to canvass our personnel in different but related fields -- as we did in appointing the present Dean of Library Science. In any event we undertake to strengthen the research capacity and initiative of the Faculty of Library Science to the extent of at least one senior appointment in 1973-74 and one in 1974-75. In addition we are desirous of co-operating with the University of Western Ontario for our mutual benefit, and we are interested -- along with Western -- in the possibility of making use of the resources in the Ottawa area and other areas.

In view of the urgency of the need for Ph.D.'s in Library Science in Canada, and of the favourable appraisal received by our Ph.D. programme, we admitted three further doctoral candidates during 1972 -- one from the faculty of Western, one having left a senior post in the McGill Library system, and one being the Chief Librarian of Memorial University, on sabbatical. We urge the approval of the Ph.D. programme in Library Science for immediate funding, on the basis of the undertakings given above. There would be a real problem for this University to commit further resources to this programme without the assurance of formula support.

We shall welcome an opportunity to discuss further the points raised in this reply.

Sincerely yours,

J. H. Sword

J. H. Sword
Vice-President
Institutional Relations and Planning

APPENDIX E

COMMENTS AND STATEMENT OF UNIVERSITY OF WESTERN ONTARIO

University of Western Ontario response to the Consultants Report of the Advisory Committee on Academic Planning on the School of Library and Information Science.

This response was generated by a sub-committee of Senate consisting of representatives from the School of Library and Information Science, the general university faculty, graduate students and the relevant University administrators.

The Committee felt that, in general, the consultants report represents a careful study of the present stage of development of graduate work in Library and Information Science in Ontario. We have the impression that the consultants have placed more emphasis on appraisal of Ontario Library Science against long-established standards existing elsewhere than on positive planning assessment for particular provincial and national needs. Some of the reservations we have must be identified before accepting their assessment of the situation.

(1) Our present M.L.S. candidates meet the admission requirements suggested by the consultants (p.A14).

(2) We question the basis upon which the consultants (p.A51) reached an estimate of Canadian need for Ph.D. qualifications in Library Science. The American bench mark is derived from a steady state situation not yet attained in Canada and, therefore, is,at best,a statement of minimum needs.

(3) We would contend that no school in Canada has a better record of sustained publication than our own (Appendix I). To judge our productivity against long-established foreign schools is to do Canadian Library Schools an injustice. In view of Appendix I we remain uncertain as to what constitutes "a recent history of sustained publication" (p.A17) in the field of Library and Information Science.

(4) We are puzzled by the conclusion of the consultants that the senior University administration is "at best, somewhat neutral" in their attitude toward the Ph.D. (p.A77). To dispel this impression please see Appendix II.

We believe that proposals contained in the documents describing the U.W.O. Ph.D. program (which were evidently not examined by the reviewers) could be implemented

in the near future within the guidelines suggested by the consultants (Appendix III). We would draw attention to the fact that the Ph.D. proposal from U.W.O. is directed toward certain aspects of information science. This subject has been identified as a priority area by the consultants. We believe that the program could be expanded into other aspects of information science if an appropriate co-operative venture were developed with the University of Toronto.

APPENDIX I

Publications of full-time faculty since 1967 (the establishment year of the School of Library and Information Science)

Excluded from this list is the series of nine printed pamphlets issued in connection with the American Association of Library Schools conference held at SLIS in July, 1970. These were written by several faculty members as discussion papers, but some of them contained results of research. All teaching aids (such as Professor Colvin's renowned Cataloging Sampler) are also excluded and all informational publications not based on systematic research. Book reviews, conference papers, purely technical reports or manuals, and reports on professional experience are also ignored. Even such professional work as abstracting or indexing is not included. Only significant journal articles are listed (13 out of a total of 29).

Monographs (other than Occasional papers, directories, etc.)

William J. Cameron [With Brian J. McMullin], The HPB Project: Phase I. Describing an experiment in creating a Universal Bibliography of Hand-Printed Books by using the computer's memory bank and by developing a step by step cumulation of existing records. London, Ontario: School of Library and Information Science, 1968. xx 158 pp.

William J. Cameron [With Brian J. McMullin and Joginder K. Sood], The HPB Project: Phase II. Describing an experiment in creating a computerized cumulative short-title catalog of hand-printed books leading to a universal bibliography of books printed 1453-1800. With illustrative material from John Milton and Miltoniana. London, Ontario: School of Library and Information Science, 1970. ii 165 pp.

William J. Cameron, Poems on Affairs of State. Augustan Satirical Verse, 1660-1714. Volume 5: 1688-1697. New Haven & London, Yale University Press. 1971. XLIII, 650 pp.

William J. Cameron, A Perfectible Milton Bibliography. An experiment in collocation of the machine-readable bibliographic records of the HPB Project. London, Ontario: School of Library and Information Science, 1972. v + 43 + 48 + 30 + 16 + 15 pp.

William J. Cameron, [In preparation] Pamphlet libraries in London Coffee-Houses in the mid-Eighteenth Century. An exercise in bibliographical control of pamphlet literature using the machine-readable records of the HPB project.

Gloria M. Strathern, Navigations, traffiques, and discoveries: an annotated guide to publications relating to the area now the province of British Columbia, 1774-1848. Victoria, B. C., Social Sciences Research Centre, University of Victoria. 1970. 15 + 417 pp.

Constantine M. Hotimsky, Russian Abbreviations in Descriptive Bibliography. London, Ontario: School of Library and Information Science. 1972. 50 pp.

2. Parts of books

William J. Cameron, "The Development of Eighteenth-Century Studies in the British Commonwealth" in Studies in the Eighteenth Century Papers presented at the David Nichol Smith Seminar, Canberra 1966. Canberra: Australian National University Press, 1968. pp. 31-[illegible].

William J. Cameron, "John Dryden's Jacobitism" in Restoration Literature Critical Approaches. London: Methven & Co. Ltd., 1972. pp. 277-308.

Florence DeHart, "U. S. Library Technician Programs" (In Schick, Frank L., ed. North American Library Education Directory & Statistics, 1966-1968. Chicago: American Library Association, 1968. pp. 27-30.

Florence DeHart [With Frank L. Schick], "Prices of U. S. and Foreign Published Materials" (In The Bowker Annual of Library and Book Trade Information, 1969. New York: Bowker, 1969. pp. 41-52).

Geoffrey R. Pendrill, Medical Libraries and Medical Literature. Five Years' Work in Librarianship, 1961-65. London, The Library Association, 1968. pp. 71-109.

3. Journal articles (selective list)

Florence DeHart, "The Rutgers Doctoral Program" Journal of Education for Librarianship, Vol. 10, Spring, 1969. pp. 319-322.

Florence DeHart, "'Standardization' in Commercial Children's Cataloging; A Comparative Study of 100-odd Titles." School Library Journal, Vol. 95, February, 1970. pp. 744-49.

Frank T. Dolan, "The Role of the Information Scientist" in International Journal of Man-Machine Studies, Vol. 1. January 1969.

Frank T. Dolan, "Information in the Petroleum Industry" in The Journal of Canadian Petroleum Technology. July-September 1969.

Frank T. Dolan,"Information Transfer in Information Science" in Information Science in Canada, Vol. 1, No. 2. Spring 1970.

Janet H. Fyfe, "Scottish Collections in Canadian Libraries" in Library Review, Vol. 20. Autumn, 1965.

Constantine M. Hotimsky,"A Russian account of New South Wales in 1822" in Melbourne Slavonic Studies, 1967, No. 1. pp. 82-95.

Constantine M. Hotimsky, "Bibliography: Library Science: Soviet Union" in Canadian Slavic Studies, Montreal, 1967-1968, Vol. 1, No. 4. pp. 1-14. Vol. 2, No. 1. pp. 1-6.

Constantine M. Hotimsky, "Slavic Studies and Libraries" in Canadian Library Journal, Vol. 27, 1970. pp. 119-123.

Sam D. Neill, "Books and Marshall McLuhan" in Library Quarterly. 41:4, October 1971. pp. 311-319.

Sam D. Neill, "The Environmental Surround: an Argument for Resource Centres" in British Journal of Educational Technology, Vol. 2, No. 3, 1972. pp. 88-101.

Hans G. Schulte-Albert, "Gottfried Wilhelm Leibniz and Library Classification" in Journal of Library History, VI, No. 2 (April, 1971). pp. 133-152.

Elaine Svenonius, "An Experiment in Index Term Frequency" in Journal of the American Society of Information Science, (March/April 1972).

The University of Western Ontario
London Canada

APPENDIX II

I have discussed the paragraph headed "Attitude of the University Administration" on pages A76 and A77 of the Consultants Report with the Vice-President (Academic), the Dean of Graduate Studies, and the Assistant Dean. It would appear that the Consultants in describing the attitude of the University Administration as "at best somewhat neutral" have over-reacted to our statements that the next ten years at this University will be a period of consolidation rather than one of rapid expansion. This general philosophy applies to the School of Library and Information Science as well as to other Faculties within the University.

I should add that the University has a strong commitment to the School of Library and Information Science as is evidenced by the rapid build-up of Faculty over a relatively short period of time and by the provision of newly designed, highly functional physical facilities. The University also supports the proposed Ph. D. program. It should be possible to make the new appointments recommended in the ACAP Report by two stratagems: (a) by making suitable replacements for Faculty members leaving, and (b) by the use of part-time funds for the creation of full-time positions. Also, if the Master's program were to expand further, additions would be made to the Department's establishment.

I should also like to comment upon the statement on page A77 of the Consultants Report, "it is hoped that no special significance attaches to the fact that the School is not in the building program for the period up to 1980". The fact that the School of Library and Information Science is not on our current building program in no way reflects a lack of interest in the School. The provision of the present accommodation at a distance from the new D. B. Weldon Library was the choice of the first Dean and his Faculty. At the time it would have been possible, as was done at the University of Toronto, to incorporate the Library School in the plans for the new D. B. Weldon Library.

It is the opinion of the present Dean, the Faculty, and the Administration of this University that the present quarters, although "temporary", are very well suited to the academic requirements of the School. It seems a curious suggestion that the future of a School should depend upon exterior bricks and mortar. Our first priority has been a conscientious attempt to attract first class Faculty.

The plans of the School of Library and Information Science have the full support of the University.

D. C. Williams,
President and Vice-Chancellor.

October 27th,
1972.

APPENDIX III

Guidelines implicit in Recommendation 21.

The initial areas of research approved for the Ph.D. program at the School of Library and Information Science are Bibliography and Bibliographical Control of Information. "Bibliography" is ancillary to "Bibliographical Control of Information", which has been a recognized area for research since Luther Evans, Librarian of Congress, coined the term in 1943. A bibliography taken from Library Literature (which covers only about 40% of the literature in English, and probably less than 20% in other languages) is provided to illustrate the narrower limits of the field, and suggest the focus provided by the profession.

Four faculty members who have completed Ph.D. work in the field and who are actively undertaking research work in the area have identified the "specific, clearly circumscribed, focus" on which they will concentrate:

W.J. Cameron: Bibliographical control of early printed books
F. DeHart: Content analysis
E. Svenonius: Classification and Indexing
H.G. Schulte-Albert: History of classification

Explicit relationships with Althouse College of Education, the Faculty of Engineering Science (especially the Systems Engineering program), the Faculty of Social Science (specifically History, Sociology, Psychology, Computer Laboratory) the Faculty of Arts (specifically English, Russian and French), and the Faculty of Science (especially Computer Science) are being developed.

LIBRARY LITERATURE 1943-1945

Bibliographic control

American library association. Joint committee on indexing and abstracting in the major fields of research. Plan for proposed unified indexing and abstracting service. ALA Bul 39:370-1 O 15 '45

Pollard, A. F. C. Proposed plan for the mobilization of bibliographical references to the contents of the world's non-fiction literature. Brit Soc Int Bibliog Proc 5:55-66; Discussion 66-73 S '43

Woledge, G. Organization of knowledge in books. Lib Q 13:281-92 O '43

See also
Abstracting
Bibliography, International
Cataloging
Classification
Indexes

1944-51 (No entries 1946-48).

Bibliographical control

Bibliographic control of scientific information. Lib Cong Inf Bul p16-17 Je 7-11 '49

Bibliographical service. Mod Libn 1:21-5 Jl '50

Briet, S. Rapport sur la création d'une commission mixte d'enseignement professionnel suggérée par la Fédération internationale de documentation. *In* International library committee. Conference, 14th, 1948, London; proceedings; Int Fed Lib Assns Pub 13:94-101 '49

Translation of title: Report of the creation of the joint committee on professional training suggested by the International federation of documentation.

Bristol, R. P. Control of subject information; can it be mechanized? College & Research Lib 11:222-7 Jl '50

Campbell, H. C. Role of the United nations and specialized agencies in bibliographical development. College & Research Lib 10:326-8 O '49

Chicago. University. Graduate library school and Social sciences division. Bibliographical services in the social sciences. Lib Q 20:79-99 Ap '50

For digest see Social science literature—Bibliography

Clapp, V. W. Archivists and bibliographical control; a librarian's viewpoint. Am Archivist 14:305-11 O '51

"In the bibliographical work of libraries we need analysis at various levels. We need macroscopic analysis, as of collections. We need intermediate analysis, as of books and periodical articles, by more or less general or specific subjects. We need microscopic analysis of the individual concepts suggested by particular words, names, and so forth. We need bibliographical mechanisms to store these analyses—mechanisms more capacious, more adaptable, more reproducible than those we have now. We need standards and procedures which will make generally available the bibliographic work which now is going on in thousands of centers and whose usefulness is restricted to those centers for want of proper mechanisms and organization. We need to reduce unnecessary duplication and overlapping, to increase coverage, and to lower the cost of bibliographical services. These are objectives. Progress toward them is slow, but is genuine."

Bibliographical control—*Continued*

Clapp, V. W. Conference on bibliographical control of government scientific and technical reports. Lib Cong Inf Bul p1-6 S 30-O 6 '47

Clapp, V. W. Indexing and abstracting; recent past and lines of future development. College & Research Lib 11:197-206 Jl '50

Clapp, V. W. Rationalization of publication of scientific literature. Lib Cong Inf Bul 10:16-17 Ap 23 '51

Egan, M. E. and Shera, J. H. Prolegomena to bibliographic control. J Cat & Class 5:17-19 Winter '49

Evans, L. H. Librarians' agenda of unfinished business. College & Research Lib 12:309-13+ O '51

Grolier, E. de. Une politique nationale du livre et de la documentation. Livre et Doc p33-72 '48

Translation of title: National policy for books and documentation.

A detailed study with many maps, charts, and tables of the production of books, government documents, films, and all other sources of information in France, the bibliographical control of this material and its availability for use in archives depositories and public libraries. The article considers the state of the public and other libraries in France (except Paris, which will be treated in a subsequent article), and gives many statistics on population, borrowers, volumes, loans and income. The entire study is made as an aid to a much-needed reorganization of the means of the production and use of books and other sources of information and culture.

Haykin, D. J. Autolibrarian, or bibliographic controls of the future. Lib Cong Inf Bul 10:18-19 F 19 '51

Henry, M. I. Some problems of bibliographic control in the social sciences. Sp Lib 41:87-9+ Mr '50

Indian library association. Bibliographical services; report of the working party. Abgila 1:B106-B120 Je; B121-B140 S '50

Murra, Mrs K. O. UNESCO/Library of Congress bibliographical survey; first interim report of the Library of Congress Bibliographical planning group June, 1949. Lib Cong Inf Bul app p 1-16 Jl 5-11 '49. Also appeared in College & Research Lib 10:406-16 O '49

1949-51 contd.

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Present state of the development of indexing, abstracting and bibliographical services by UNESCO. Lib Cong Inf Bul 9:app p 1-3 My 29 '50

[Processing committee of the Library of Congress] Lib Cong Inf Bul p11-12 S 2-8 '47

Radford, W. Catalogs, codes and bibliographical control. College & Research Lib 10:395-400 + O '49

Shera, J. H. and Egan, M. E. eds. Bibliographic organization; papers presented before the fifteenth annual Conference of the Graduate library school July 24-29, 1950. 1951 Univ of Chicago press

[illegible], O. H. Der stand der dokumentation in Südafrika, organisation und probleme. Nachrichten für Dokumentation 1:68-9 D '50
Translation of title: Position of documentation in South Africa, organization and problems.

Survey of bibliographical resources. N Zealand Lib 12:185 Ag '49

Taube, M. Termination of the Office of scientific research and development project of the Library of Congress. Lib Cong Inf Bul p14 My 4-10 '48

United nations educational, scientific and cultural organization. International conference on science abstracting, Paris, June 20-25, 1949. FID R Doc 16 no3: 75-8 '49

United nations educational, scientific and cultural organization. UNESCO/Library of Congress bibliographical survey. National development and international planning of bibliographical services. A continuation of Bibliographical services; their present state and possibilities of improvement. 1950 United nations educational, scientific and cultural organization

For digest see Bibliography, National

United nations educational, scientific and cultural organization. UNESCO-Library of Congress survey of bibliographical services. FID R Doc 16 no3:83-4 '49

Vanderbilt, P. Bibliographical planning. Lib Cong Inf Bul p5-6 Ap 22-28; p6-7 My 27-Je 2 '47

See also
Abstracting
Bibliography, International
Bibliography, National
Cataloging
Classification
Indexes

1952-54

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Brummel, L. Nationale en internationale organisatie der bibliografie. (Translation: National and international organization of bibliography) Bibliotheekleven 37: 209-24 Ag '52

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Downs, R. B. No books should be out of reach. Calif Libn 13:77-80+ D '51

Downs, R. B. Problems of bibliographical control. Lib Trends 2:498-508 Ap '54

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Shaw, R. R. Machines and the bibliographical problems of the twentieth century. *In* Ridenour, L. N. and others. Bibliography in an age of science p37-71

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See also
Abstracting
Bibliography, International
Bibliography, National
Cataloging
Classification
Indexes

1955-57

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Adkinson, B. W. International utilization of recorded knowledge. *In* Shera, J. H. and others. Documentation in action. p 163-75

Bull, J. P. Bibliographical control of state historical material. Southeastern Libn 5: 49-53 Summer '55

Campion, E. E. Existing bibliographical resources; dead end, detour, or freeway? Am Doc 7:83-6 Ap '56

Clapp, V. W. Unfinished business. Sp Lib 48:246-9 Jl-Ag '57

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Downs, R. B. Problems of bibliographical control. Bkmark (Idaho) 9:5-8 S '56

Dubester, H. J. Catalog—a finding list? Coll & Res Lib 18:107-11+ Mr '57

Foley, D. W. Conference on practical utilization of recorded knowledge, Western Reserve university, Cleveland, Ohio, January 16-18, 1956. Ont Lib R 40: 102-5 My '56

Gorchels, C. C. UNESCO; bibliographic control in the social sciences? Lib J 80: 1772-4 S 1 '55

Herrick, M. D. African government documentation at Boston university. Coll & Res Lib 18:206-9 My '57

Herrick, M. D. and Hill, Mrs A. C. Problems of bibliographical control for an area research program. Coll & Res Lib 16:291-5 Jl '55

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Lewis, C. M. Role of professional society. *In* Shera, J. H. and others. Documentation in action. p 176-89

Mathys, H. R. Records requirements of industry. Aslib Proc 9:155-63 Je '57

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APPENDIX F

PROCEDURE OF PLANNING STUDY AND TERMS OF REFERENCE

Procedure for Library Science Assessment

as Approved by COU, 17 September 1971

Tasks requested from discipline group (with help available from ACAP at all stages)

1. Prepare list of major divisions of study and research within librarianship and information science. Since this breakdown will to a considerable extent determine the form of the reports, it is of considerable importance and will be the subject of discussion with ACAP and with the consultants. Also specify any common "core" courses which should be included in all MLS or Ph.D. programmes.
2. Suggest suitable consultants. This also will be a matter for discussion with ACAP.
3. Prepare tables of current and past strength showing, for each library school, under each of the major divisions determined in 1.,
   a. faculty members, with publication lists and other evidence of their activity in the division;
   b. number of MLS students taking courses in the division;
   c. extent of research by (1) faculty and (2) students;
   d. extent of library support and other research facilities and teaching facilities for the division.
4. Statement of current availability in each school of resources of space, library budgets, total enrolment and other items which cannot be allocated to the separate divisions.
5. Submit tables of proposed future strength (in as much detail as universities have developed) as in items 3 and 4, but also including Ph.D. work. These tables should be accompanied by supporting arguments, including an analysis of supply and demand.
6. Both in consultation with ACAP and separately, consider the situation revealed

by this tabulation and consider whether future plans should be modified or developed in more detail.

7. Possibly develop a tentative plan for development of library science in Ontario.

Information from Universities

Apart from the material collated by the discipline group, each interested university will be requested to make an individual statement on its plans for library science and related matters, in particular the items of future commitment implied by item 5 above, after the action in 6 has been completed.

Terms of Reference of Consultants

1. Consider the materials prepared by the discipline group and the universities and obtain other data they may require to carry out the tasks detailed below. They may obtain data and views from any relevant source, such as, for example, employers of librarians. At this time no decision has been taken on the availability of appraisal consultants' reports. Pending a decision, they cannot be made available.
2. Report on the adequacy of the present state of graduate work in Library Science in the province, discussing the following:
   a. coverage of divisions and specialties
   b. faculty quality and quantity
   c. nature of programmes offered
   d. enrolment size
   e. quality of student body; admission requirements
   f. relationship to related disciplines
   g. other matters considered by the consultants to be significant.

3. Make recommendations for the development of Library Science in Ontario between 1971 and 1981, but in more detail for 1971 through 1976, and, without limiting the generality of the foregoing, dealing with the following points:

   a. Changes in the discipline and its associated technology that affect manpower requirements and training programmes.

   b. Manpower needs and desirable enrolments, year by year, in MLS and any other programmes recommended. In considering manpower needs, one should take account of the "market" available to graduates (at least all of Canada) and of other sources of supply for that market.

   c. Programmes to be offered. In particular, consider (1) any need for post-master's training and education, recommending on the nature and vocational purpose of such training, whether it would lead to a Ph.D. or other degree or qualification, in what numbers students could be expected, what associated staff and other resources it would require, and, if such programmes are recommended, what institutions should be involved in what form of organizational pattern and with what responsibilities for coverage of specialties and with what timing; (2) innovation at the master's level.

   d. Distribution amongst the universities of responsibility for programmes and for specialties, including consideration of the need for any additional library school(s).

   e. Distribution of enrolment amongst the universities.

   f. Desirable extent of involvement of associations of librarians (i.e. employers) in a continuing advisory role to the library schools, either on a national or provincial level.

   g. Desirable extent of involvement with related disciplines.

   It is permissible for consultants to recommend appraisals of individual programmes.

Appointment of Consultants

The consultants shall be: two persons of international reputation experienced in library school teaching and administration, and one person of wide academic experience in Canada but in a discipline other than librarianship.

Report of Consultants

The consultants submit a joint report to ACAP. (Minority reports are, of course, possible.) The reasoning leading to their recommendations should be given fully, in view of the subsequent treatment of the report. ACAP submits the report for comment to the discipline group and to each interested university. ACAP receives these comments and, considering them along with the consultants' report, develops its recommendations for CCU action. The question of full publication of the report and the comments is not yet settled.

A P P E N D I X G

LETTER FROM DEAN OF GRADUATE STUDIES, UNIVERSITY OF OTTAWA

RE: STATUS OF PLANS AND CONSULTANTS' ROLE

UNIVERSITÉ D'OTTAWA UNIVERSITY OF OTTAWA

ÉCOLE DES ÉTUDES SUPÉRIEURES
CABINET DU DOYEN

OTTAWA 2 ONTARIO
TEL.: 231-2960

SCHOOL OF GRADUATE STUDIES
OFFICE OF THE DEAN

May 1st, 1972

MAY - 3 1972

Dr. M.A. Preston
Executive Vice-Chairman
Advisory Committee on Academic Planning
Council of Ontario Universities
102 Bloor Street West
Toronto 181, Ontario

Dear Dr. Preston:

You will recall that I promised to let you have, before the end of April, a clear statement concerning the University of Ottawa's participation in the provincial assessment of University programs in Library Science.

I can now inform you that the University of Ottawa has made the decision to reduce, for the present, the activities of our School of Library Science. Specifically, we have taken the following decisions:

1- The new M.L.S. program we proposed to begin in September 1972 will not begin as planned;

2- Students who are engaged in the B.L.S. programme who do not obtain their degree in May 1972 will be permitted to continue their studies until they complete the requirements for the degree (mostly part-time and summer students);

3- Students enrolled in the old M.L.S. programme (with thesis) will be given the opportunity to complete the requirements for their degree;

4- No new students will be admitted to programmes in library science this year.

We are setting up a committee, which includes experts in library science from outside the university, to report before the end of 1972 on the future of the Library School. Since it is impossible to foresee what recommendations the committee will bring forward, I am at present unfortunately not in a position to tell you about future plans for the School. What is clear, however, is that ACAP should not consider, as our definite position on

this matter, the academic programmes presently existing in the Library School or the description we sent you of the master's programme we proposed to begin next September. We believe that, after they have visited the other library schools, it might be useful for the ACAP consultants to meet with the members of our committee. If you decide that it is appropriate for them to visit Ottawa, not only for this purpose but at the same time to make themselves aware of the extensive library and archival resources available for the teaching of library science in this city, we should be very happy to receive them.

Yours sincerely,

Paul Hagen

Paul Hagen
Dean

PH/jp